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ABSTRACT

This manual is designed to help public libraries in Arizona plan their summer reading programs. The theme of the 1993 Arizona Reading Program is circuses. The material in the manual is prepared for libraries to adapt for their own uses. Topics covered include: goals, objectives, and evaluation; procedures for getting started; common summer program structures; planning timelines; hints for publicity and promotion; special needs; suggestions for awards and incentives; involving parents/family; ideas for displays and decorations; complete program ideas; a guide for crafts; book bibliography (101 titles); resource materials; evaluation questionnaire; calendars; and activity sheets. (JLB)

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INTRODUCTION

Welcome to the 1993 Arizona Reading Program *Libraries: The Greatest Show On Earth*. The theme for this year's program selected by librarians across Arizona.

This year's program emphasizes circuses. The committee deliberately chose to keep animals off the poster. Last year the theme emphasized the environment--including animals. Due to the concern on the treatment of circus animals the committee left them off. You may use animals if you choose. Remember the committee suggests also using fairs, arcades, theater, etc.

The committee urges you to set up a reading program this summer. One of your main goals should be to give children continued opportunity to read. Give children the chance to know the continuing joy and pleasure of reading. You may offer this gift to younger children through the Read-To-Me Program described in the manual. Read-aloud time should be a family event, even if children are able to read by themselves. Jim Trelease in the *New Read-Aloud Handbook* offers many wonderful titles that you can recommend. What better way is there to feel a sense of joy and togetherness than by reading an old favorite to a child? Remember how much you loved this as a child? Children haven't changed.

Don't let the reading skills of the children in your community slip during this summer. Offer them an exciting and interesting program to join. The committee has created a manual this year making it easy to use the material and adapt it for your community. We think you'll like it; why not try?

Check out the Complete Program Ideas. Use the Planning Timeline and the Calendars provided to aid your preparation. Use the Press Releases adapted to this year's theme. Use the Clip Art to produce your worksheets and personal handouts. Adapt anything and everything until you can provide a program that is right for your community. Most of all, enjoy the summer with your young readers.

I would like to thank the following people for their hard work and effort. I think they have done an outstanding job. Please remember to thank them as all their hard work is on a voluntary basis.

Polly Abraham	Coolidge Public Library
Ann-Marie Cyr	Mesa Public Library
Mary Dubno	Chandler Public Library
Nancy Foster	Pima Public Library
Dawn Gardner	Flagstaff City-Coconino County Library District
Deborah Kearns	Cottonwood Public Library
Pauline Kodman	Mesa Public Library
Karen Odean	Library For the Blind & Physically Handicapped
Leanna Jo Shaberly	Film & Video Services
Cara Waits	Tempe Public Library
Katherine Willett	Charles C. Royall Memorial Library

I would like to thank Sharon G. Womack and Tony Miele for their support. A special note of thanks to Jan Elliot, Public Library Development consultant in the Library Extension Division, for all her hard work. I would also like to thank our clerical staff Jean Yeary and René Figueroa for their time and effort.

I thank the staff and committee members who developed the summer reading program manuals in Alabama, Louisiana, Missouri and Nebraska. I appreciate not having to rewrite something already written well.

If I have forgotten anyone I apologize. Thank you all.

Deborah L. Tasnadi
Public Library Development Consultant
Library Extension Division
Department of Library, Archives and Public Records

Pat Kenny

Pat Kenny is the designer / proprietor of Pat Kenny Graphic Design, a design studio in Phoenix. She received her BFA in graphic design from Wichita State University in 1972. She opened her studio in 1978, producing logos, brochures, publications and books for a variety of clients.

Her interests include photography, playing piano, reading and hiking. She is a volunteer tutor with Literacy Volunteers of Maricopa County.

She and her husband, Ken Lucas, live in Phoenix and enjoy book collecting. It's known that she can't resist buying a beautifully designed book, regardless of the topic, but considers that a virtue, not a weakness.

Pentkowski's Cartoons

Greg Pentkowski

Greg Pentkowski is a graphic designer. He received his BFA in graphic design in 1979.

Greg was a cartoonist for the "Arizona Republic" from 1971 - 1973. He was art supervisor at St. Joseph's Hospital from 1980 - 1990.

He is currently a freelance cartoonist and graphic designer.

Arizona has had successful reading programs for over fifteen years. Many children have enjoyed the following themes which have been used statewide:

1974 "Monster Zoo"
1975 "Arizona Round-Up"
1976 "Our Country"
1977 "Wizard Of Oz"
1978 "Star Ship To Adventure"
1979 "Open The Elfin Doors"
1980 "Ready, Set, Go!"
1981 "Stake Your Claim"
1982 "Lions & Tigers & Books"
1983 "Bone Up On Books Be A Bookasaurus"
1984 "Your Own Adventure"
1985 "Bite Into Books"
1986 "Unlock Your Universe With Books"
1987 "Sakes Alive--We're--75"
1988 "Time Travel--You Are There"
1989 "Books Give Us Wings"
1990 "Have Books Will Travel"
1991 "Read Arizona"
1992 "Rainbow Earth"
1993 "Libraries: The Greatest Show on Earth"
1994 "Get A Clue At The Library"
1995 "Pandamonium At The Library"
1996 "Book A Trip To The Stars"

Goals

Goals are general statements of mission or purpose. Written goals for the library guide the staff in determining the philosophy of the library and the role of the library in the community. Goals serve as tools for planning the directions of all library activities. Therefore, if the library has no written goals, they should write some. Since children's services are unique and require special consideration, the general library goals should specifically include children's services.

Individual programs have written goals. Consider the library's general goals when writing program goals. Program goals help the programmer to coordinate a specific activity with the library's overall goals and to set priorities for service. Program goals may also justify staff time and budget distribution. Goals for a . . . reading program should answer the question, "Why have a . . . reading program?"

Objectives

Determine the goals and then develop the objectives. Objectives are specific, measurable statements that show how the goals will be achieved. When forming objectives, one must think ahead to the evaluation. Since the evaluation will try to determine if the objectives have been met, the objectives must be measurable and within the possibility of the library staff. For example, an objective may read, "Children participating in the . . . reading program will maintain or improve their reading levels during the summer months." That sounds like a good objective and one that would be worthy to achieve. But, unless elaborate steps used to test each child before and after the . . . reading program, it will be impossible to determine if this objective has been met.

The objectives that will be easiest to evaluate and compare from year to year are the ones that require counting and/or calculation. Objectives may include statistics such as program registration, number of children who completed their requirements for the program, circulation of juvenile materials or numbers registered from each grade and from each school. These numbers compared to the previous year's statistics are saved to compare with the following year's. To determine what percentage of children from each grade in each school participated in the program use these statistics. Several day's circulation figures can be compared with several similar days from the previous year using care to assure samples are statistically valid. To maintain or improve any or all of these statistics write objectives.

Setting Priorities

After goals for the overall program have been determined, write objectives for each phase of the program. The . . . reading program may be long and complex, before the planning begins set priorities. This is especially important if the library has limited staff and resources. Take into account the following when setting the priorities for your program: advance planning, publicity, incentives and rewards, follow-up activities, and any other items that you feel are an integral part of your program.

Examples

Following are examples of three general goals for a . . . reading program, objectives that could be related to them and possible strategies to implement the objectives:

GOAL 1.

THE . . . READING PROGRAM WILL ENCOURAGE CHILDREN TO READ DURING THE SUMMER.

OBJECTIVES:

A. Increase . . . reading program registration by 5%.

B. Include book talks and bibliographies in 10 . . . reading program activities.

C. Increase circulation of the children's collection during the . . . reading program by 10% as compared with the circulation statistics from the previous year.

STRATEGY 1.

Plan several months in advance to design or use a . . . reading program with a popular theme. Develop (introductory) fliers, worksheets, membership cards, and certificates that are attractive and well done.

STRATEGY 2.

Distribute . . . reading program materials as widely as possible. Publicize the . . . reading program with fliers and posters. Visit schools and organizations to promote the program. Use the local media to publicize your program.

GOAL 2.

THE . . . READING PROGRAM WILL ENCOURAGE CHILDREN TO READ MORE WIDELY BY SUGGESTING A VARIETY OF BOOKS FROM DIFFERENT SUBJECTS.

OBJECTIVES:

A. 50% of . . . reading program participants will read nonfiction as well as fiction books.

B. Increase overall juvenile circulation by 10%.

STRATEGY 1.

Require that the participants read a certain number of specific types of books.

STRATEGY 2.

Distribute specific subject area bibliographies.

STRATEGY 3.

Use a game format such as Book Bingo or Random Choice, library maps or reading guides so that children must read a variety of subject areas to complete the requirements.

GOAL 3.

ENCOURAGE READING ALOUD AT HOME BY DEVELOPING A PRESCHOOL AGE READING PROGRAM COMPARABLE TO THE SCHOOL AGE READING PROGRAM.

OBJECTIVES:

A. 25% of the preschool population will register for the Read-To-Me program.

B. 75% of the preschoolers attending story-time will be enrolled in the Read-To-Me program.

STRATEGY 1.

Plan several months in advance to design a Read-To-Me program. Develop colorful, attractive and well produced fliers, membership cards, and certificates.

STRATEGY 2.

Advertise the Read-To-Me program to the parents of storytime participants and preschoolers. Use the media to promote the program. Distribute fliers in the library and in the community.

It is important to choose goals appropriate to your library -- those that reflect community needs and the overall goals of the library. Any staff involved with children's services, as well as the library director, should participate in their development. If time and money are not available to work toward achieving all goals, pick the most important one and work toward it.

Evaluation

Evaluation is the final step of any program and the beginning step for the next one. Evaluation helps to refine or develop goals based on reality. Your objectives determine the areas to be evaluated. The following list will give some suggestions for areas to evaluate and should be considered when formulating goals and objectives.

SUGGESTED AREAS OF EVALUATION

1. CIRCULATION STATISTICS: Tabulate juvenile circulation statistics separately from the adult circulation statistics. This will enable you to determine if the . . . reading program has increased juvenile circulation and it will enable you to compare circulation figures from year to year.

2. CHANGES IN SUBJECT AREAS READ: Changes can be the result of the effectiveness of book talks, bibliographies or games used.

3. TOTAL NUMBER OF . . . READING PARTICIPANTS: This can measure the impact of publicity, school visits and program format.

4. ACTIVE PARTICIPATION IN THE . . . READING PROGRAM: Define active as reading a minimum number of books. This statistic will tell you how appealing your program was and if it kept the children interested.

5. REGISTRATIONS: To determine the number of new users as an indication of the success of your publicity and the effectiveness of your programs use these figures.

6. PERSONAL OBSERVATION: A log book with comments about what was successful and what didn't work and will be an invaluable guide for planning the next year's program.

7. FEEDBACK: A patron survey and/or conversation with parents will provide a very good indicator of user satisfaction.

8. STAFF EVALUATION: Use discussion of a written survey for staff evaluation of the program.

9. OUTPUT MEASURES: Output measures provide the data to determine if your goals and objectives have been met and to evaluate your . . . reading program. These measures can be used effectively when meeting with your director and other staff to plan for the following year.**

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* Used with permission from the State Library of Pennsylvania from *Evaluating Summer Reading Programs*, ©1987.

** For more information see: *Output Measures for Public Libraries* by Douglas Zweizig and Eleanor Jo Rodger, American Library Association, ©1987.

Opinions vary among librarians as to the structure and formats of reading programs. Some libraries present a highly structured Reading Program during the summer; some have no formal structure at all; and most fall somewhere between these two extremes.

For instance, one library discovered that having a required reading list and requiring that a minimum number of books be read. This turned off the children in their program to the point that only 45% finished the program and received certificates. However, the children still seemed to enjoy the oral report's portion of their program, so the library changed the program to a contract system. They changed the oral reports to a group sharing situation in which one or two children shared, with others in a group, a book they had recently read.

Another library totally abandoned any type of structured program and just provided various activities in which the children could freely participate.

A third library was very successful with a formal structured program in which the children were required to read a certain number of books to receive a certificate. These varied program philosophies appear to result from the reasons why librarians do a Reading Program. To find out why you must first review your philosophy of programming, and in particular your philosophy on Reading Programs.

When you have reviewed your philosophies, ideas, and experiences, consider the following items that may also affect your program:

Facilities

A. What amount of space is available and for what size group?

B. Will the excessive noise level disturb other patrons using the library or is a separate room available for busy activities?

C. Is there a play area available for outdoor activities? Is a local park available for opening or closing parties?

D. The program has how much time each week, or on what time basis will the group meet?

E. Decorations and displays put up in the area, what kind?

Staff

A. How large is the staff?

B. Regular or volunteer staff does it increase or decrease in size during the summer months? Are 5th, 6th, or 7th graders used as volunteer helpers for your program?

C. How much time does staff and volunteers have to participate in the program? Or, are they needed in more critical areas? Is it a key time for staff vacations?

D. Can parents of participants help with activities or perhaps provide refreshments?

E. What special talents can staff and volunteers contribute to the program? (i.e., musical, arts & crafts, and drama)

Participants

A. The program accommodates how many children?

B. Will there be any age limitations?

C. Participants broken up into groups based upon age, reading skills, grade level, or do they participate as one large group?

D. Will a Read-to-Me program for pre-schoolers be offered?

Collection

A. Does the library need to purchase materials from the bibliography to supplement the collection?

B. Bibliographies printed for the participants as supplemental handouts to the program?

Scheduling

A. Decide when and how registration for the program will begin in the library.

B. Contact local newspapers, radio stations, and possible television stations to find out what their deadlines are for publicity.

C. What kind of school visit, if any, will there be? (i.e., thematic skit given, book talks, handout flyers or a short narrative on the program?)

D. Alert all other library staff as to the dates of the programs and the special events.

Budget

A. What arts and craft supplies do you have?

B. Does your budget limit the amount of supplies that can be purchased for certain activities?

C. Participants asked to provide their own supplies for certain activities to what extent?

D. Will it be necessary to purchase additional promotional materials to that which the state sends?

E. Is it necessary to ask for additional money for performer's fees, overhead costs -- rental space, or additional publicity -- flyers?

F. Is it possible to have a fundraising project to add to the available revenue for the program?

Miscellaneous

A. Can field trips be planned and executed?

B. How can you use guest speakers, musicians, artists, and story tellers in your program?

C. What kind of support might you obtain from various merchants and civic groups for the program?

D. Has anyone else developed an activity or idea that had great success that could be used in the program?

Questions like these, along with an understanding of your personal interests and philosophy and the particular needs of your community, will help build the foundation on which the structure of your Reading Program will be based.

Structured

This format allows the librarian more control over the participants reading. It requires a larger staff and a larger collection of material.

1. Age limits for children participating.

It is desirable to offer something for all age groups. If you only have time for one program, then try to reach an age group not normally served during the rest of the year. For example, there is a storytime during the winter for pre-schoolers, offer something for school age children during the summer.

2. Required number of books' children must read to get a certificate.

Try not to set the requirement so high that it will discourage children from reading or encourage "cheating" by way of reading below their level to compete. It is important to remember that the slow reader, the learning disadvantaged, and the handicapped child needs to feel that they belong. If you decide you want to require a certain number of books to be read by the participants, keep the number within a reasonable limit. Determine the length of your program and the average reading ability among your patrons. Make special provision for those children who are poor or non-readers to earn a certificate in some other way.

3. Create required reading lists.

Compile a list of books that reflect the theme of the Arizona Reading Program.

4. Avoid competitive programs.

If a library's main thrust is to reward the child who reads the most books, then the interest of the poor reader is lost. It is as great an accomplishment if the slow reader gets through one or two books as it is if the bookworm gets through 50 to 100.

5. Encourage oral or written reports.

Oral reports give the librarian and the child time to discuss books and gives the librarian an opportunity to determine which direction to guide the child in future reading. Written reports stimulate the thinking and writing skills of the child.

NOTE: Be careful not to exclude any child because of handicap, reading ability, noncompetitive attitude, or even part-time status in the program.

Nonstructured

This format works best for small libraries with limited staff or volunteer resources. It is marvelous for the child who is looking for a non-classroom type summer activity.

1. Any child may participate.

2. No required reading lists or minimum number of reports.

Any child who has participated to the extent of reading at least one book or participated in one activity may receive a certificate.

3. Children keep their own reading records for personal satisfaction.

4. No required reading lists.

Design displays and special interest lists, but allow children to choose their own books from the library collection.

5. If the child moves or goes on vacation to another part of the state and the local library there has a summer reading program, the child may continue the program with them.

Contracts or Individual Goal Setting

1. Do not require a minimum or maximum number of books to be read.

2. Children set personal goals of how many books they can read.

3. Draw up individual contracts between the children and the librarian delineating the agreed goal.

4. Sign contracts before the program beginning or when the children read their first book.

5. Make no attempt to quiz children on the books they have read.

6. Make no restrictions on the type of literature to be read. Encourage children to read at or above their current reading level.

Read-To-Me Programs

Although Summer Reading Programs have traditionally been directed at children who have learned to read, in recent years many libraries have also offered Read-To-Me programs for preschool children. Offer these in conjunction with the Summer Reading Program using the same or a different theme or at a different time of the year as a separate promotional activity. A Read-To-Me program involves parents and children reading together. Children get credit for each book read to them. Award a certificate or other small prize upon completion of a certain number of books. The library may issue reading records and/or have a bulletin board or display where children keep track of the number of books read.

The Read-To-Me program is done in libraries with the general public. It could be an excellent activity to implement with groups of preschoolers who attend story hour in the library or whom the librarian visits at a child care center. The latter would need to be done in cooperation with the child care center. Center staff could introduce the program to parents, and encourage them to join and use the library to complete the program. The library and center could give a joint certificate. This could be a good way to reach those children's parents who may not read to their children or be regular library users.
A brief statement describing idea: A six week reading program entitled *RAINBOW EARTH*

PROGRAM OUTLINE

A. Audience:

Preschoolers (3-5 years) and their parent(s)/caregiver(s).

B. Step-by-step mechanics:

PLANNING

Plan the club several months in advance. Provide the handout for parents *How to Read Aloud With Your Child* (see below). Organize an initial meeting for the parents.

Invite parents from story hour by introductory letter to attend. Forms are also available at the librarian's desk. Parents also received a pamphlet about summer reading and a list of recommended books.

PRESENTATION

Hold a meeting before the beginning of the program. Acquaint the parents with the program and to schedule individual meetings.

Parent and child select books each week. At home, the parent reads the books to the child several times during the week. Do this until the child has "learned" the stories. Encourage parents to discuss the stories, the illustrations, and any concepts related to the stories. They return and the child may tell the story to the librarian, using the book. The parent is present in case the child is bashful and needs prompting.

C. Supplies:

A reading record to record the books each child reads. Distribute copies of *You Can Encourage Your Child To Read* and *How to*

Read Aloud With Your Child handout. Prepare certificates and posters.

A Word (or 2) For Parents
How to Read Aloud With Your Child

1. PLAN AHEAD: Choose a time when there will not be interruptions; if possible have a regular time each day.

2. SELECT A QUIET, COMFORTABLE PLACE: Sit so your child can see the pictures easily--on your lap or near you.

3. SELECT SEVERAL BOOKS ahead of time that you think he/she will enjoy; read through them yourself before sharing them so you can read smoothly.

4. TRY TO READ IN A NATURAL VOICE: Soft, low and interested.

5. BEGIN WITH THE FAMILIAR: Mother Goose, finger plays, songs, poems...

6. PAUSE AT INTERVALS: This gives your child a chance to react to the story and the illustrations.

7. RESPECT YOUR CHILD'S MOOD: Boredom or restlessness perhaps indicates the book or time isn't right. If he/she doesn't want to discuss the pictures, don't--step up the pace. Your child may want to turn several pages to finish more quickly--let her/him.

DO'S

Take advantage of your child's interests (e.g., dinosaurs, trucks, etc.)

Keep books around even if he/she shows little interest in them right now.

Ask questions as you read.

Encourage your child to make up his/her own stories to go with the pictures.

As your child reaches school age, begin to include longer stories that can be read one episode or chapter at a time. (Graham's *The Wind in the Willows.*)

DON'TS

Use story time to teach reading

Compare your child to another who **loves reading.**

Be surprised if your child wants to hear the same book repeatedly; the high interest and repetition will be good for him/her.

Basic Guidelines For Selecting Material To Read Aloud

1. You must like the story. You are more likely to draw an emotional reaction if you are involved with the story yourself.

2. Books well written have vivid characterization and the pace is fairly fast--more action, less description (e.g., Asch's *Turtle Tale*).

REMEMBER: Five to ten minutes may be plenty of time to read to your child because of the short attention span of preschoolers.

The real test of a "**good**" book is its ability to give pleasure to parent **and** child.

Listening provides natural opportunities for development of vocabulary and an acquaintance with English syntax.

MOST IMPORTANTLY, you help your child to know good books and poems in a relaxed, warm atmosphere.

The following is to give you a possible timeline. Remember to keep a monthly calendar with important dates marked.

4 -5 Months Prior to Beginning of Summer

1. Review the manual thoroughly. Read over the activity sheets to plan for required materials.

2. Choose dates, structure and procedures of the program.

3. Check State Library Reading Program materials request form to be sure an accurate number of items has been ordered.

4. Create a calendar for tentative scheduling of programs.

5. Look for local talent and volunteers. Staff and patrons may have special talents and interests to share.

6. Order books to enrich the theme and order any media for programs. Check bibliography against holdings. Consider paperbacks to supplement where needed.

7. Send letters to Friends of the Library and community organizations for donations.

2-3 Months Prior to Summer

1. Programs schedule should be almost complete. Plan alternate programs in case of cancellations.

2. Confirm films, performers, and craft dates. You may want to "kid test" crafts.

3. Order material for crafts.

4. Check AV equipment and repair if necessary. Buy extra lamps.

5. Prepare flyers with information about the program. Distribute to children and parents at schools and at the circulation desk.

6. Prepare bulletin board materials.

7. Prepare needed materials for volunteer.

1 Month Prior to Beginning of Summer

1. Send letters to Friends of the Library and community organizations asking for volunteer helpers.

2. Place posters in the community and in the library.

3. Visit newspapers, radio, and TV stations to explain your publicity needs and take your first press release. This approach is advisable only in smaller communities.

4. Arrange and make school visits. Do not forget private and church schools in the area. It may be necessary to concentrate on certain grades due to time limitations. Distribute flyers during your visits and ask to have notices put in the school's last newsletter or in flyers sent home with report cards. Remember the parent groups or organizations like Girl Scouts, Boy Scouts, and day care groups in your community.

2-3 Weeks Prior to Summer

1. Have staff meetings about the programs planned and pass out schedules.

2. Begin decorating the library.

3. Make packets for registration. Try to include reading records, schedule of events and membership cards.

Remember to write these schedules and events on the calendar. How many weeks

will the Reading Program run? What day will you clear school visits with the principal and the librarians of each school? When does school end? What are the other events in town, for example when does the pool open, camps begin, or little leagues have play-offs? When will registration for the library reading program begin? End? What are the print deadlines for local school newspapers, community newspapers, church bulletins, community or civic club newsletters? When will you put up posters in the schools, in the community? What days will you have special activities? Will there be a special opening event, closing celebration? What is the staff vacation schedule? Will you have an orientation for staff, volunteers, friend's group?

When you have developed your timeline and finish as many of the reading programs dates as possible. Publicize them in your opening announcements. Be sure everyone knows about the events happening in the library so other activities won't be scheduled that will compete with the library. It is a good idea to include a list of activities in newspaper publicity throughout the reading program to remind other program planners of your schedule.*

* Adapted with permission from the Tennessee State Library and Archives from *Cool Cats/Hot Books Summer Reading Program Manual*, ©1989.

FEBRUARY

January - 1993

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
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MARCH

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BEST COPY AVAILABLE

Preparing Printed Matter*

Face-to-face public relations and promotion for specific programs are a much easier job when accompanied by something tangible to hand out. Printed matter always helps underscore the message and leave a physical reminder of the program. Publicity pieces for the Arizona Reading Program can be as simple as a bookmark or flier. Reproduction by a quick printer for large quantities or a good copier for smaller needs is inexpensive.

The clip art for the 1991 Arizona Reading Program is yours to adapt and use however you like: reduce it, enlarge it, reposition it, cut it up, color it, whatever.

Use a variety of techniques to prepare professional-looking custom information on printed matter. If you have access to a copier that reduces and enlarges, transform simple typewritten copy into a larger, bolder version, ready to paste-up in a layout.

Art or graphic supply stores, and quite a few stationers, carry a wide variety of "rub-on" lettering. One or two sheets of lettering should be enough to see you through all your printed pieces. It is relatively easy to use the letters (hint: apply the letter to a separate sheet of white paper, then cut the set type out and past it to the layout. Set type line-by-line, cutting out and placing each line of type individually in relation to the other lines of type. This technique prevents tragic and unsightly placement of letters directly on a layout, and lets you play with your arrangement a little before you commit it to glue).

Professional typesetting is not terribly expensive. Take just a few headlines, your library's name, address, the pertinent facts of your program to be set, and then photocopy the additional copies and sizes you need at the library. Nearly any mechanical mean of typesetting, including typewriter copy, looks more professional than hand-done lettering. **UNLESS YOU'RE A WHIZ CALLIGRAPHER, RESIST THE TEMPTATION TO HAND-LETTER!**

The Importance of an Information Form

When you solicit monetary support for your program, in-kind support (museum coupons, ice cream coupons and other items) or to ask for a feature story in the newspaper include a business-like fact sheet in addition to your printed publicity pieces. The fact sheet should include:

- the purpose of a Reading Program
- who the program will involve and how participants will benefit
- dates, times, and locations
- past programs and themes
- statistics from previous years
- this year's theme
- special plans for the summer
- what kind of help the library needs
- who to contact at the library for more information

Having a background sheet that includes details lets potential sponsors, helpers, and reporters know that you're serious and organized about your program. It can save much time for you in terms of answering philosophical questions or explain the reasons for the program.

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* Adapted with permission from the Tennessee State Library and Archives *Cool Cats/Hot Books Summer Reading Program Manual*, ©1989.

Person to Person Contact

Nothing makes people more likely to come to the library than a personal invitation. Failing a personal invitation, a judiciously posted flier can work wonders. If you can possibly spare the time to get out in the community, you'll find that your efforts are worth it. Arm yourself with bookmarks and visit the classrooms to talk with kids. If you can't spare the time, use the mail! Write a peppy cover letter, and mail bookmarks to the school principal for distribution to the students if you can't go out. Ask to speak to PTA groups and ask for announcement space in their newsletters. Catch kids and parents where they are: send library staff members home with fliers to post at their neighborhood stores. Take a pile of bookmarks to your local bookstore and ask them to give bookmarks out with purchases. Call upon all those organizations who post notices at the library to post notices for you, or to mention your program in their newsletters. Freely mail your information to any adult who seems interested, and of course, use it if you're soliciting goods or money.

Perhaps the best public relations you do at the library itself are promoting the programs to the parents and children who use the library. These are the most likely candidates for your program. Inform your staff of every last detail of the Arizona Reading Program, and spend several weeks hitting up everybody who walks through the door with Arizona Reading Program information and encouragement. Post fliers and posters generously around the library -- and put your reading sign-up station in a conspicuous spot. Put up a splashy display. Post the kids' names up as they join. Attract attention and encourage questions.

Handling the Media

The library has many allies in the community, and media people are among them. Don't be shy about asking for coverage; assume you're on friendly ground and tell your story around!

Newspaper Features

Newspaper stories are wonderful program packers. No other medium allows you so much time and space to tell your story. You can usually get in all your nitty-gritty details and still have time to philosophize about the greater meaning of the Arizona Reading Program. Drop off a packet of information materials (your information form and other pertinent pieces) to the newspaper. With a small community newspaper call the editor and talk about doing a feature article. Include a news release, written in narrative form, that explains your program briefly.

Double space your news release, and begin typing your copy on the lower half of the page, continuing your narrative on succeeding pages, if necessary. It is best to keep to one page and add a fact sheet. This spacing allows room for editorial comments, notes, and other comments.
Make it clear in a cover letter that the materials are adaptable, and that the paper is free to use them in any way they see fit. Many community papers will use your writing verbatim; many will adapt the writing or write their own feature articles. Make it easy for paper people to find you or your contact person for interviews or to answer questions. Many papers are glad for you to come in and talk to them personally; find out on the phone what they prefer. If your paper gives you a feature story on the Reading Program at the beginning of the summer, ask them then about doing a follow-up story at the end of the summer. To see how programs turn out interests most newspapers.

Whenever possible, include a photograph with your press release. Photos are always more eye-catching than just text, and editors love them because photos of local people (especially kids) sell papers! Send clear black and white pictures.

Radio Public Service Announcements

Never underestimate the power of the radio. People listen. All radio stations, to

maintain their broadcast licenses, are obligated to run public service announcements (PSAs) regularly, free of charge to community organizations. Most are more than happy to receive PSAs and graciously give good airplay to them. Most stations would prefer to receive a typed PSA that announcers can read off the cuff at various intervals instead of a produced, taped spot that they must plan to use. Ask the station for a taped or live on-air interview (this takes a phone call) about your program. If these are featured regularly on your station, you might just want to pursue this. All you need to do to get a PSA on the air is to mail it in. Call the station's switchboard to find out the name of the Public Service Director, and mail your announcement to that person. A simple cover letter requesting support for the program assures air-time. A few rules of thumb govern the writing of PSAs:

Always include, at the top of your PSA, the following information:

DATE: (Date you're sending the announcement out)

PUBLIC SERVICE ANNOUNCEMENT RE: (Brief description)

PROGRAM DATE: (Date your program starts)

AIR DATES: (Choose a time over which you want announcement made)

FOR MORE INFORMATION: (Your contact person's name & telephone)

TIME: (10 sec., 20 sec., 30 sec., etc.)

Double-space your announcement for easy reading. Use ALL CAPS for the same reason. Make sure your announcement and header information (above) all fits on one page. You may want to send in several PSAs of varying lengths, to give the announcers a choice. Send each one on a separate sheet, each with the same header information.

Keep your messages within the 10-, 20-, or 30-second limit. Time it yourself, reading at a normal pace, to make sure. Always include the pertinent information in your announcement: Who, What, When, Where, and how to get more information. There's no time in a 30-second announcement to get to the Why--spend your remaining seconds on a catchy invitation.

Television Announcements

Television stations must provide public service time, too. Many have noon or morning "magazine" shows that include a regular segment of time for community announcements. All you need to do to get your announcements read during these times is call the station to find out who coordinates announcements for the show, and mail your information to that person. Getting a stand-alone public service announcement on television (one that is run in a string of commercials during regular programming) is a little more complicated. You must call the Public Service Director at the station to arrange this. Taped public service announcements must be shot on 3/4" videotape (home cameras use 1/2" tape), and are difficult for most libraries without studios to produce. You may be able to talk your local station's Public Service Director into filming a spot for you, and duplicating it for other stations in the area. Before approaching a station about doing this, you must have a script and scene in mind. It's much easier for them to make a decision if they have some idea what it's going to involve. If a taped PSA is out of the question, most stations will accept a slide and an announcement. They will hold the slide onscreen while they run a taped voice-over of your announcement. Write wording similar to radio spots -- nothing longer -- is appropriate. Your slide can be a "reproduction" of the Reading Program artwork. Make it colorful. When shooting slides for television, remember to leave a very wide border around your actual copy. Not all the slide shows on a television screen. Do not use white as a background color; white shimmers and glares on TV. Slides of library activities might also be appropriate for PSAs: keep your main

visual idea restricted to the center area of the slide.

☛A MAJOR WORD OF CAUTION ABOUT TELEVISION ANNOUNCEMENTS

Television is an incredibly regional medium. Always bear in mind the impact your announcement will have on other libraries than your own. Your announcements may be seen by viewers over many counties--and it's dollars to doughnuts everybody's library has a different thing going regarding program specifics such as dates, events, awards, and so forth. Keep your TV PSAs generic enough that they won't cause heartbreak or utter chaos in somebody else's library. Call around to other libraries in your viewing area and get their feelings on the issues before you approach the TV people.

TV News Coverage

Go for it! If you have an event (an **event**, not a summer-long program) that's newsworthy, call the News Director at your station. Be very specific about what a camera might see, how many people are expected to be there, and how many kids participate. Paint a colorful picture, and tempt the news people with a good "parting shot" on the nightly news. Tell the News Director you'll drop off some background information at the station, then do it. (Include your information for the Arizona Reading Program, and any other pertinent materials you have on hand.) Add a separate sheet that gives details on the event you're wanting covered: time, place, what's happening when, and what good visuals they might find. News people can never commit to coverage ahead of time--you're up against national news and local housefires--but most are willing to seriously consider library stories, especially when kids are involved.

SAMPLE NEWS RELEASE

From:	(Library)	Date:	(Current Date)
	(Street)	Contact:	(Name)
	(City/State/Zip)		(Phone)
RE:	Reading Program	Release Date:	

LIBRARIES: THE GREATEST SHOW ON EARTH

Ladies and gentlemen! Children of all ages! Step right up and read all about it! Get ready to walk the tightrope! Learn to be a clown! Ride the carousel! If you are between the ages of _____and_____, become a star performer in the 1993 Arizona Reading Program, **Libraries: The Greatest Show On Earth**, at (name of library). The library staff is planning a real circus adventure for you. You will read great books, play exciting games, watch super movies and have a simply stupendous time this summer! Call or come by the library for more information.[1]

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[1] Adapted with permission from Dorothy White, State Library of Louisiana, Summer Reading Program.

SAMPLE NEWS RELEASE II

From:	(Library	Date:	(Current Date)
	(Street)	Contact:	(Name)
	(City/State/Zip)		(Phone)
RE:	Reading Program	Release Date:	

SUMMER READING CONTINUES

The Arizona Reading Program is back again this summer at __name of library__. Kids ages _____to_____ are invited to join the library staff in a whole new adventure! The staff will perform in a summer filled with games, puzzles, movies, stories and more! Come by __name of library__ or call us at _____ to sign up for **Libraries: The Greatest Show On Earth.**[2]

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[2] Adapted with permission from Dorothy White, State Library of Louisiana, Summer Reading Program.

FOLLOW-UP NEWS RELEASE

From:	(Library	Date:	(Current Date)
	(Street)	Contact:	(Name)
	(City/State/Zip)		(Phone)
RE:	Reading Program	Release Date:	

LIBRARIES: THE GREATEST SHOW ON EARTH

More than_____young people were star performers in **Libraries: The Greatest Show On Earth,** the Arizona Reading Program at the __name of library__ **Libraries: The Greatest Show on Earth,** a program provided by the Arizona Department of Library, Archives and Public Records and local libraries, was a huge success! Performers in __name of community__ were: (list names).

Librarian _____ reports that children's programming will continue this fall with (indicate plans and dates).[3]

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[3] Adapted with permission from Dorothy White, State Library of Louisiana, Summer Reading Program.

SAMPLE PUBLIC SERVICE ANNOUNCEMENT I

From:	(Name of Library)	Date:	(Current Date)
RE:	Reading Program	Air Dates:	(Time Period for Announcement)
Program Date:	(Date Program Starts)	Contact:	(Name) (Telephone Number)
Time:			

Ladies and gentlemen! Children of all ages! Step right up and read all about it! This summer promises to be a wild circus adventure for young performers who stop by the public library. **Libraries: The Greatest Show On Earth** is this year's Arizona Reading Program theme for children. Here are some of the events that will be taking place (list activities):

Call the __(name of library)__ at _____ for more information. Brought to you by your local library and the Arizona Department of Library, Archives and Public Records.[4]

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[4] Adapted with permission from Dorothy White, State Library of Louisiana, Summer Reading Program.

SAMPLE PUBLIC SERVICE ANNOUNCEMENT II

From:	(Name of Library)	Date:	(Current Date)
RE:	Reading Program	Air Dates:	(Time Period for Announcement)
Program Date:	(Date Program Starts)	Contact:	(Name) (Telephone Number)
Time:			

The circus is coming to town! Yep, it's time for acrobats, cotton candy and magic tricks at the circusland of __(name of library)__. If you are between the ages _____ and _____, be a star performer in the Arizona Reading Program. Bring your wild animals (stuffed ones, that is) on down to the library to find out how you can be a junior ringmaster in **Libraries: The Greatest Show On Earth.**[5]

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[5] Adapted with permission from Dorothy White, State Library of Louisiana, Summer Reading Program.

Involving Children with Special Needs in the Arizona Reading Program

There are many children today who miss out on the joys of a summer library program due to misconceptions concerning their special needs. Library staff or volunteers who conduct these programs need no special training to include the hearing impaired, visually impaired, physically handicapped or learning disabled child in any or all of the library's planned activities.

The early planning stage is the time to develop your program with these special children in mind. Usually minimum adjustments are all that it takes to adapt a story hour, craft time, reading club, or puppet show so that the special child can participate.

Once the program is implemented, be sure to adequately introduce the library and its surroundings to the child and parent. When introducing the children to each other, help others feel comfortable with the disabled child. Offer brief explanations or answer questions from other children as needed. The child or parent may with to respond to these questions themselves.

As you select stories or audiovisual materials for group use, think about their adaptability. is the text verbally descriptive? Are captioned or signed films available of the text? Can it be dramatized through play acting or puppetry? Are there print/braille or recorded copies of the book available for use at home by the disabled child? Is there a staff member, community volunteer, or parent who can sign the story? Also consider using a blind or deaf person to read the story. Here are a few more specific tips for including children with special needs in your activities:

Story Hour

Provide print/braille or recorded books when available.

Use closed caption or signed films.

Craft Time

Create tactile art projects.

Use simple handicrafts for the severely disabled.

Pair children in teams so that a disabled child can be assisted if needed by another child.

Reading

Provide lists of titles available in various formats: braille, disc, cassette.

If you ask children to tell you about the books they have read, allow reports in various formats, i.e. by phone, by cassette, or in writing.

Use appropriate prizes--scratch-and sniff stickers, braille bookmarks, raised-line drawings, braille T-shirts.

Puppet Show

Use bright colors and distinctive shapes.

Allow children to touch stage and puppets before show.

Provide audio description to explain action.

Your summer library program can be the path to a lifetime of library use for the special children in your community. The following resources offer more ideas for special children in your program.

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[1] From **Al's Amazing Summer Circus Manual** 1993 Summer Library Program Alabama Public Library Service.

It is very important during your reading program to recognize the progress your participants are making. Do this in one of two ways. The first is through incentives that you receive either from the state, from items donated by the local merchants or with items you purchase yourself. Usually the final way you recognize your readers is to give each participant a certificate.

Awarding Certificates

Award the certificates at the end-of-summer celebration, through schools after school begins, or individually as children complete requirements.

1. Many libraries plan special programs or parties to wind up the Reading Program on a festive note. If the library distributes certificates at a final celebration, make it seem special. Perhaps the library can have a special guest, such as a local official, to help give out certificates. Libraries who have done this reported that they had many unclaimed certificates, and indicated that this process needs a back-up distribution system.

2. If the library plans to distribute certificates in the fall through the schools, contact the schools for approval in the spring. Ask to be able to do this at an assembly if possible.

3. Some libraries give certificates to children as they complete requirements. This has the advantage of solving the problem of unclaimed certificates at the summer's end. However, it may make children feel they have finished the program and thus finished the reading for the summer. If you use this approach, be sure staff tells the children as they award certificates that they hope the children will keep reading and visiting the library. The library can still have an end-of-the-summer party without the certificate distribution.

Incentives

Many libraries like to give children some other small token for completing the program. There are arguments for and against prizes, but library budgets generally ensure they are very modest. Hint: Do not save something for a prize that is better used as a promotional item early in the program.

1. There are many ways in which public libraries can reward children for participating in the library's reading program. Incentives ranging in cost from bookmarks printed by the state library, to T-shirts (one of the more expensive prizes) with the program slogan, which can be awarded. Free tickets and coupons are also good incentives. For example, one year the Houston Astros, Denny's, and Whataburger supported a summer reading program by providing free tickets to Astros games, coupons for free snacks at Denny's, and free Whataburgers. One library provided top readers with such incentives as coupons for free mini-pizzas (Pizza Hut is usually willing), ice cream sundaes, and movie tickets, at no cost. Larger rewards, such as sun visors and wrap-around sun glasses, were still low cost incentives and the Friends of the Library purchased them.

2. Buttons are extremely popular with the children, as the staff of a library found out. One year they gave up passing out club buttons to the children enrolled. They found out from the resulting outcry that the buttons are an important part of the whole program. Kids collect the buttons from the first time they enroll and build collections that they value highly. The following year they brought the buttons back, and reading jumped 10%. Many of the sources listed in the appendix (starting on page Q-11) offer buttons at a minimal price; if you have button-making machines, volunteers could design and make them for your program.

3. Another way to stimulate the interest of children in the Reading Program is to introduce computers. One library borrowed

four Apple computers. Kids registered themselves on the computers. They kept track of their own scores as they played the reading game on a Monopoly-like game board. The kids read in specified subject areas for extra points, drew picture book reports, participated in the weekly trivia contest, and attended library programs. One of their librarians did the computer programming and designed the reading games. A big plus was the reduction in paperwork usually involved in keeping track of the participants.

Games

Games are a great way to stimulate interest in reading programs. One of the benefits of a reading game is that it attracts the average and poor readers, as well as the better readers, and everyone has an equal chance. If you are interested in finding out about Enoch Pratt's summer reading game, a report on it appears in the Spring 1986 issue of *Top of the News* magazine.

The important thing to remember is that a positive reinforcement of a love of reading is the main goal. Children's librarians have long held as their foremost objectives those so well formulated by Harriet Long in her book *Rich The Treasure:*

1. "To make a wide collection of books easily and temptingly available."

2. "To give guidance to children in their choice of books and materials."

3. "To share, extend, and cultivate the enjoyment of reading as a voluntary, individual pursuit."

4. "To encourage lifelong education through the use of public library resources."

5. "To help children develop their personal abilities and social understanding to the fullest."

6. "To serve as a social force in the community together with the child's welfare."

Opponents of reading programs feel that there is a tendency by parents, teachers, or the children to make participation competitive. The child reading the largest number of books is the winner of the game. This emphasizes quantity over quality and discourages some children. Some librarians feel that no awards or prizes should be given, that the only reward should be the pleasure derived by the child. Some libraries award certificates to children who read the required number of books. The schools often cooperate by presenting these certificates at assemblies. This recognizes the child's effort and encourages other children to realize that reading can be a pleasurable experience.

Also, the system of awarding prizes differs from one library to another. Some libraries reward children based on the number of books read, some on the number of pages read, and some even recognize simply the amount of time spent reading. In whatever way your library recognizes the children's participation, give some form of reward.

"...Children who are not told stories and who are not read to will have few reasons for wanting to learn to read." Gail E. Haley, 1971 Caldecott Medal acceptance speech.

"...While enriching your child's world don't overlook the fact that looking at books and being read to is one of the best preparations for learning to read oneself." Toni S. Gould, *Home Guide to Early Reading*.

"...Do you read to the older children who can read for themselves? If you do not, you are depriving them of a pleasure they will remember all of their lives." Charlotte Leonard, *Tied Together*.

As librarians, we are well-aware of the benefits of reading to children. We have heard the testimonials, read the research, made our own observations. We believe strongly in the practice, but we have the opportunity to read to the same children maybe once a week. School teachers can at least read aloud to the same children every day, but we all know that the greatest impact is made by the parents who read in the home. Use the Reading Program as an opportunity to encourage reading as a family activity.

Get parents involved from the beginning of the summer reading program. Hold a kick-off event for the Arizona Reading Program involving parents and children. If possible, have the parents and children come to the same event, breaking into separate groups after a welcome and explanation of the Arizona Reading Program.

During the parent component:

Invite a local reading specialist to give a brief presentation to the group. Colleges, universities or local school districts are all sources for speakers. The speaker should keep it short and realize that the audience is composed of parents, not educators or other specialists.

Parents not in the habit of reading aloud may be hesitant to make their first choices. Prepare a list of books you think are especially suited to the purpose. Draw attention to the list and, if possible, make enough copies to give away.

Booktalk your parents! Draw their attention to books for adults that will help them get started reading aloud or inspire them. *The New Read-Aloud Handbook* by Jim Trelease is excellent. It contains lists of proven read-aloud winners. Describe or quote briefly from one or two titles.

At the end of the parent component bring groups back together and have someone read a story or chapter to the entire group. Prepare the reader with an enticing selection, but read it, do not perform it. While everyone enjoys a good storyteller, we want to convince parents that reading and listening together is a pleasurable experience within any family's reach.

There is a rationale for stressing brevity in the parent's program. We want parents to find the program interesting and quick-moving, but we do not want to overwhelm them with the idea of reading as a family. Parents think they have to make overnight radical changes in the family's routine. If they feel this way the read-aloud experience may not even get started!

Parental Program Tips

Have a guest book for parents to sign that includes addresses so that you can send invitations to future events or other information.

Provide refreshments to foster an informal, social atmosphere.

Create displays of books from reading lists so individuals can easily pick them up at the end of the program.

Allow time at the end for browsing and socializing.

Keep everyone involved during the length of the Arizona Reading Program.

If you use contracts for a reading program, allow books or pages read by parents to count toward fulfillment of the contract. Parents could make a separate contract, if they prefer, but either contract should allow the books read to count for older children as well as Read-To-Me participants.

Was the atmosphere enthusiastic at your kick-off event? If so, try a midsummer parent/child get together. You may want to have someone share a favorite book or excerpt and/or show a short film based on a children's book. Draw attention to any interesting new titles and be prepared to recommend more favorites. Allow families' plenty of time to swap experiences and favorite titles as well as browse.

A biweekly or monthly read-aloud newsletter could be a feature. This can be as simple as a photocopied list of additional titles especially suited for reading aloud or a report of the children's activities in the Arizona Reading Program. Use your mailing list if funds permit or send a sheet home with the children.

Have the last meeting of the Arizona Reading Program at a time when parents can attend and make it a big celebration. You may award certificates at this time. You can award special certificates for reading families or indicate on the child's certificate (with gummed stars or stickers) how many books were read aloud by a parent.

69

"Nobody made a greater mistake than he who did nothing because he could do only a little." Edmund Burke

Displays are an important part of your summer reading program. They are an effective way to promote and publicize the program, to create a stimulating atmosphere in the library. Generate interest and excitement in the theme by exhibiting the children's creations. You may want to choose one motif and create your entire decorating and display plan around it, or vary the displays and decorations throughout the program period. Children and adults alike will appreciate seeing new things and developing new interests when they visit the library.

DISPLAY and BULLETIN BOARD HINT:

Use colorful, and textural materials whenever possible in your displays and on bulletin boards! Glitter, sequins, scraps of silky material, ruffles, ribbons, balloons, strings of flashing Christmas mini-lights and other textures appropriate to circuses and carnivals will make eye-catching displays.
Use props such as beach balls, balloons, top hats, full face clown masks, feathered hats, batons, flags, and taped music to enhance the environment.

There are a wide variety of displays that are appropriate for this year's **LIBRARIES: THE GREATEST SHOW ON EARTH** theme. The following ideas are just a beginning; see how many more come to you!

LIBRARIES: THE GREATEST SHOW ON EARTH

BULLETIN BOARD: **Libraries: The Greatest Show On Earth.**

To create a 3-D effect, take two copies of the "Greatest Show" poster. With an exacto knife, cut out the main figures, and mount them on 1 inch foam core board. Glue them over the original poster.

BULLETIN BOARD: **Libraries: The Greatest Show On Earth.**

Cut out and arrange three ovals to represent the three ring circus.
Use books with arms and legs, as clowns, jugglers, acrobats, etc.

BULLETIN BOARD: **Libraries: The Greatest Show On Earth.**

Cut out and arrange three ovals to represent the three ring circus.
Show actual performing figures, (clowns, jugglers, high wire artists), using books as props for their acts. Get imaginative with decorating them, glitter, sequins, ribbons, colorful cloth, etc.

BULLETIN BOARD: **Libraries: The Greatest Show On Earth.**

Create a giant jigsaw puzzle of a circus scene done in black and white line drawing. Children select colored piece to put in position each time they come into library/read book/read an hour.

BULLETIN BOARD/DISPLAY: **Libraries: The Greatest Show On Earth.**

Build a display with circus posters, programs, buttons, etc.
Include posters of local carnivals, fairs, and events.

BULLETIN BOARDS - ADDITIONAL HINTS:

Post facts and lore about circuses.

Mention dates of local fairs, carnivals, and circus visits.

Use rolls of wrapping paper with circus themes for bulletin board background.

Other bulletin board themes might include: carousels, Ferris wheels, calliopes, carnival games.

DISPLAY (floor): **Libraries: The Greatest Show On Earth.**

From heavy cardboard or foam board, cut free standing figures of circus performers or the Ringmaster. These can be cut with an exacto knife, colored with markers or painted. Get imaginative with decorating them, glitter, sequins, ribbons, colorful cloth, etc.
Use these figures free standing, or to decorate the ends of the stacks.

Additional ideas:

Take photographs of the children with the circus cut-outs to use in news releases or in other publicity projects.
Related BULLETIN BOARD idea: Take instant snapshots of the program participants next to the circus figure. Place them under the big top, on the bulletin board.

DISPLAY (floor): **Libraries: The Greatest Show On Earth.**

Construct a large book, using cardboard from a refrigerator box to make the covers. Decorate the cover and corners of the pages with circus themes.
Children can contribute poems, stories, pictures, interesting facts and lore related to circuses, carnivals, clowns, and theme-related subjects to share with one another.

DISPLAY (wall/window/bulletin board): **Libraries: The Greatest Show On Earth** marquee.

Use 1 inch foam board punctured by holes from a large nail to spell out LIBRARIES: THE GREATEST SHOW (ON EARTH). Insert the mini-lights and tape in place with electrical tape.
Remember to limit the number of holes to the number of lights in your string, and consider gap space to make sure the string is long enough.
Chaser or blinker lights will enhance the display.

DISPLAY(ceiling): **Libraries: The Greatest Show On Earth.**

Strings of pinwheels crossing the room will add to the circus theme. These are available from Oriental Trading Co. (P. O. Box 3407, Omaha, Nebraska 68103-0407) for $3.00 per 9 foot string.

THE BIG TOP

BULLETIN BOARD: "Gaining Knowledge under the Big Top."

Cut out a figure (head and shoulders only), holding an open oversized book.
Use a colorful, big top tent as his cap.
Make a flag that projects outward, for a 3-D effect.

BULLETIN BOARD: "Gaining Knowledge under the Big Top."

Show silhouettes of three children seated, reading, under a floating big top tent.
Use contrasting colors for the books they hold, and fold the books so they project out from the board surface.
Decorate upper edges of the tent with projecting flags.
Use cord and push pins to "stake down" the big top.

BULLETIN BOARD/WALL MURAL: "Join the Crowd, Enjoy the Show."

Create a large, big top tent, with an open door. Use cord and push pins to "stake down" the big top.
Draw curved lines to indicate seating inside the tent. Cut out silhouettes of seated figures.
Have each program participant add a figure, with his/her name on it to the crowd.

BULLETIN BOARD: "Join the Crowd, Enjoy the Show."

Create a large big top tent, with an open door. Use cord and push pins to "stake down" the big top.
Fill it to bursting with colorful book shapes. Give them arms and legs if desired.

DISPLAY (ceiling to floor): "Big Top."

Beginning from a central area of the ceiling, drape crepe paper streamers to mimic the effect of a big top tent, (or use cloth, a tarp, sheets, or parachute material, etc., if it is available).
Flashing Christmas mini-lights can add a festive touch to the "tent."
If space allows, add a tent, awning, or bamboo pole securely seated in a bucket of sand, for the big top's central pole.

DISPLAY (ceiling to floor): "Big Top."

Make the entranceway to the children's area resemble the entrance to a circus tent.
A colorful tarp or sheet can serve as tent material.

DISPLAY (ceiling/shelf/cabinet): "Big Top."

Collect or make facsimiles of equipment used in circus acts for display: unicycle, hoops, balls, whip, trapeze, etc.

DISPLAY(floor): "The Big Top."

Decorate a large appliance box to resemble a big top tent. Add a couple colorful pillows and use it as a quiet reading space.
Use it to display books relevant to the program theme.

MOBILE: "Big Top."

Cut out and decorate a big top tent shape for the uppermost part of the mobile. A coat hanger can serve as the basic structure, disguised by the tent shape.
Hang various circus performer figures from the tent: clowns, acrobats, ringmaster, etc.
Hang various circus props from the. tent: circus rings, balls, juggling bats, hoops,etc.

DON'T JUST CLOWN AROUND THIS SUMMER: READ!!

BULLETIN BOARD: "Don't Just Clown Around this Summer...READ!!"

A four panel bulletin board, outlined as in a comic strip. (Option: the fourth panel can be stretched across the whole bottom of the bulletin board, with three upper panels across the top.)
Panel 1: A figure juggling, with the caption: Don't just clown around this summer...
Panel 2: A ball hits the juggler in the head, as the others bounce away.
Panel 3: An exclamation point, light bulb, or other idea symbol over the juggler's head, with the caption: READ!!
Panel 4: The juggler, seated on a chaise lounge, reading, and surrounded by piles of books.
Add Libraries: The Greatest Show On Earth!

BULLETIN BOARD: "Don't Just Clown Around this Summer...READ!!"

A large clown (head and shoulders only).
Use large cut-outs of hands or real mittens that overlap the bulletin board edge for a three dimensional effect.
Use a red balloon or other object to make him a 3-D nose.
Decorate his costume with colored cotton balls, silky cloth, glitter or sequins.

BULLETIN BOARD: "Don't Just Clown Around this Summer...READ!!"

A large clown (head and shoulders only).
Stretch strings upward from each of his hands, and attach real balloons to the ends for the 3-D effect.
If your reading program is small, the balloons could be marked with the names of the program participants.

BULLETIN BOARD: "Don't Just Clown Around this Summer...READ!!"

Clowns with book shaped bodies try to leap into an overstuffed circus wagon full of book-clowns.
Label the wagon: Summer Reading.
Add the words: "HOW MANY CAN YOU FIT IN?"

DISPLAY (floor): "Don't Just Clown Around this Summer...READ!!"

From heavy cardboard or foam board, cut a free standing figure of a clown. It can be cut with an exacto knife, colored with markers or painted. Get imaginative in decorating him. Use glitter, sequins, ribbons, colorful cloth, balloons, etc.

Additional ideas:

Take photographs of the children with the clown to use in news releases or in other publicity projects.

Cut a number of clown figures to decorate the ends of the book stacks.

Related BULLETIN BOARD idea: Take instant snapshots of the program participants next to the clown figure. Place them under a big top, on your bulletin board.

DISPLAY (ceiling): "Don't Just Clown Around this Summer...READ!!"

Suspend a colorful cutout of a clown figure, with upraised hands (head and shoulders will do). In a semi-circle above his head, suspend various colorful balls using fishing line.

DISPLAY (floor): "Don't Just Clown Around This Summer, READ!"

Paint the sides of a refrigerator box with clown bodies. Cut out holes for children's faces to replace the clown face.

Additional ideas:

Take photographs of the children as the clown to use in news releases or in other publicity projects.

Related BULLETIN BOARD idea: Take instant snapshots of the program participants as the clown figure. Place them under a big top, on the bulletin board.

DISPLAY(cabinet or shelf): "Don't Just Clown Around This Summer, READ!"

Borrow a clown costume: nose, wig, shoes, make-up, etc. for display.

DISPLAY(cabinet or shelf): "Don't Just Clown Around This Summer, READ!

Borrow a collection of clown dolls for display.

DISPLAY (ceiling): "Don't Just Clown Around this Summer...READ!!"

Use beach balls and clowns (cut-outs, dolls or inflatables) suspended from the ceiling to enhance your circus look. Beach balls are available from Oriental Trading Co. (P. O. Box 3407, Omaha, Nebraska 68103-0407) for $5 - $8 per dozen.

DISPLAY (ceiling): "Don't Just Clown Around this Summer...READ!!"

Hang windsocks.
Oriental Trading Co. (P. O. Box 3407, Omaha, Nebraska 68103-0407) has 60 inch clown windsocks for $3.00 each
DEMCO has clown windsocks (48" for $25.99/ 51" for $35.99) and balloon motif windsock ($25.99) and banner ($59.99).

A PARADE OF NEW IDEAS

BULLETIN BOARD: "A Parade of New Ideas."

A parade of elephants, each is carrying a rider holding aloft a book.

BULLETIN BOARD: "A Parade of New Ideas."

A parade of elephants or other circus animals, each carrying an oversized book on its back. Label the books with keywords: action, adventure, mystery, etc. Decorate the books with glitter or eye-catching colors.

BULLETIN BOARD/MURAL: "A Parade of New Ideas."

Place a large figure of a circus elephant at one end. Have each child in the program add a figure, circus wagon, or animal to the parade.

A BLAST OF FUN

BULLETIN BOARD: "A Blast of Fun!"

Cut out shapes to represent a person being shot from a cannon. Add book shapes to the cannon blast; put a book in the figure's arms.

BULLETIN BOARD: "A Blast of Fun!"

Cut out shapes to represent books being shot from a cannon. Represent smoke and the book trails with glitter.

HELPING TO BALANCE YOUR WORLD

BULLETIN BOARD: "Helping to Balance Your World."

A tight rope walker carries a pole for balance, with books stacked at either end. Stretch cord across the bulletin board for the acrobat to balance on. Use a straw, chopstick or other item for his balance pole.

BULLETIN BOARD: "Helping to Balance Your World."

An acrobat or a clown balances precariously on a crooked stack of books.

BULLETIN BOARD: "Helping to Balance Your World."

A sea lion balances books on its nose.

DISPLAY (ceiling): "Helping to Balance Your World."

Hang a mannequin or doll on a trapeze.

SWING INTO SUMMER FUN

BULLETIN BOARD: "Swing into Summer Fun."
Two trapeze artists, hanging by their feet, swing toward each other from opposite ends of the bulletin board. They each hold a book, which they are trading in mid-air. Get imaginative in decorating them. Use glitter, sequins, ribbons, colorful cloth, etc.

DISPLAY (ceiling): "Swing into Summer Fun."
Hang a mannequin or doll on a trapeze.

OTHER DISPLAY THEMES

JOIN THE CROWD, ENJOY THE SHOW!

GET YOUR ACT TOGETHER!

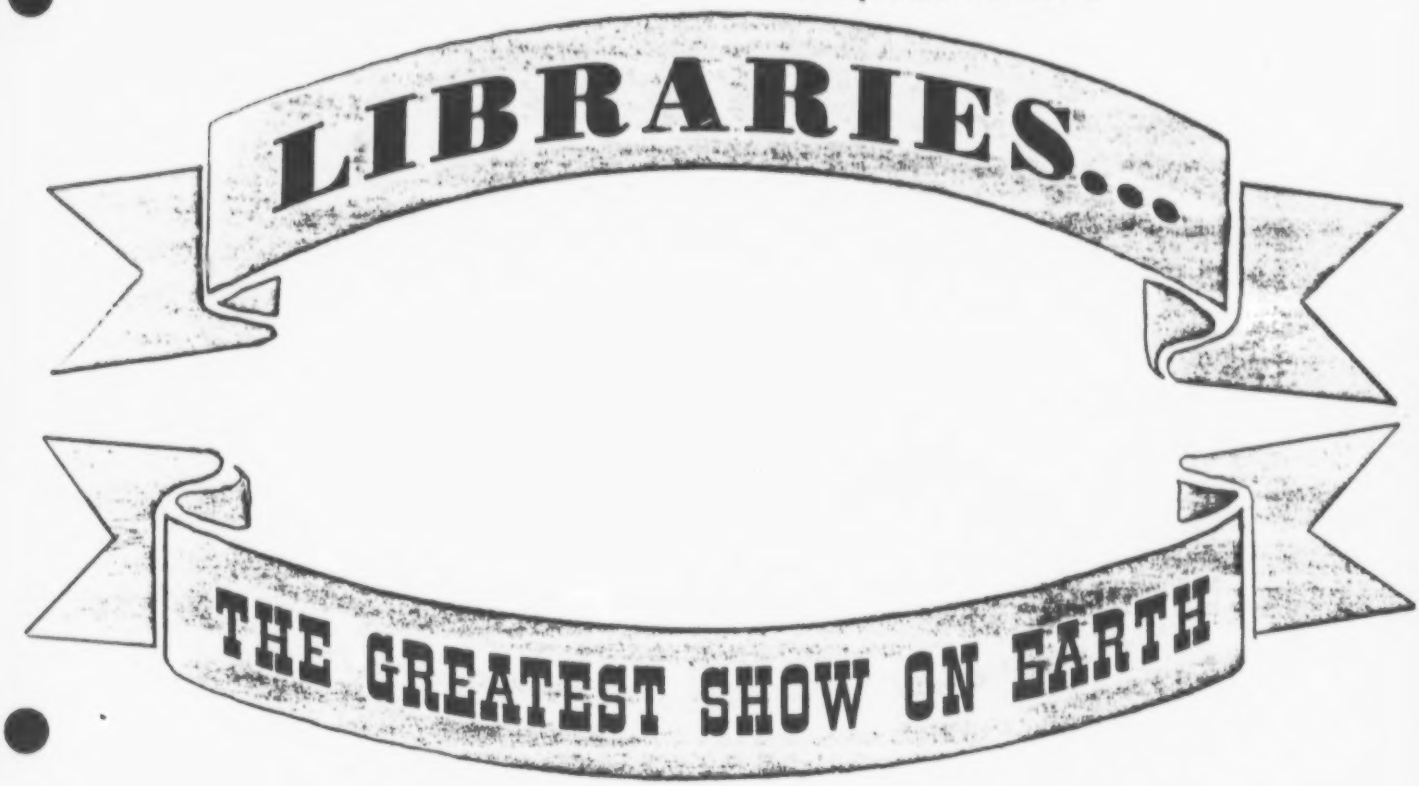
STEP RIGHT UP!

CHECK OUT THE CARNIVAL!

BE A WINNER, READ! (Carnival game theme)

SPIN INTO YOUR LIBRARY FOR SUMMER FUN (carousel or spinning ride theme)

EXPAND YOUR HORIZONS (scene from the top of the Ferris wheel)



IMAGINATION
Preschool - K

Books

De Paola, Tomie. *Sing, Pierrot, Sing*
Manning, Paul. *Clown*
Thaler, Mike. *The Clown's Smile*

Carl the Clown

Cut a clown face out of white felt and use felt scraps or felt tip markers to make hair and facial features. Then cut one clown hat shape from each of the following colors of felt: red, yellow, blue, purple, white, green and brown. Place the clown face on a flannelboard. As you recite the poem below, put the appropriate colored hats on the clown's head. When the children have become familiar with the poem, let them take turns placing the hats on the clown's head themselves.

My name, boys and girls, is Carl the Clown.
I wear my hats all over town.

Each one has its own color name,
Which you can learn if you play my game.

Oh, here's a hat, and it is red.
It fits so nicely on my head.

Now when I wear my hat of yellow,
I'm told I'm quite a dandy fellow.

I hope you like my hat of blue.
I'll put it on now, just for you.

My purple hat is just for good.
I'd wear it always if I could.

I wear a white hat on a sunny day.
It looks quite nice, my friends all say.

I put on my green hat to visit the park,
But I take it off when it gets dark.

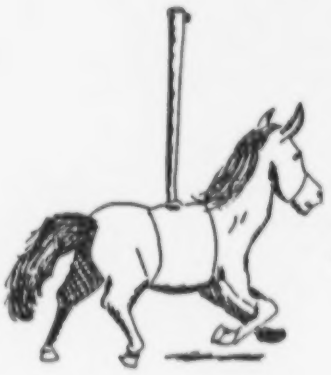
And when it's dark, I put on brown.
This hat is for a sleepy clown.

Susan M. Paprocki
Northbrook, IL[1]

[1] Warren, Jean. THEME-A-SAURUS. Everett, Washington. Warren Publishing House, Inc., 1989.

CIRCUS PONIES

Preschool - K



Books

Cosgrove, Stephen. *Mumkin*
Farley, Walter. *Little Black, A Pony*
Primavera, Elsie. *Basil & Maggie*
Williams, Jennifer. *Show Pony*

Circus Ponies

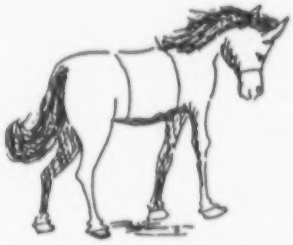
Five circus ponies all in a row--
One jumped through a hoop, and now there are four.

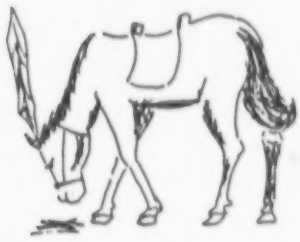
Four circus ponies standing by a tree--
One walked away and now there are three.

Three circus ponies waiting for their cue--
One danced about, and now there are two.

Two circus ponies thought they were done.
One dashed away, and now there is one.

One circus pony standing all alone-
He took a bow, and went on home.[2]





2 Roberts, Lynda. MITT MAGIC: FINGER PLAYS FOR FINGER PUPPETS. Gryphon House, 1985.

THE CIRCUS

Preschool - K

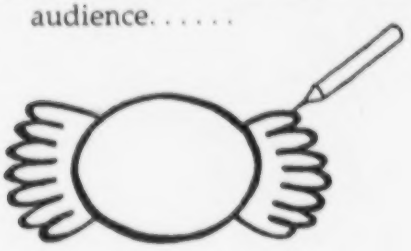
Activity

This is a draw and tell story.

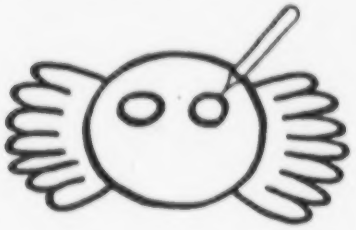
The Circus

Would you like to go to a circus today?
Here is the large circus ring inside the tent. . . . . .
This is where all the animals perform.

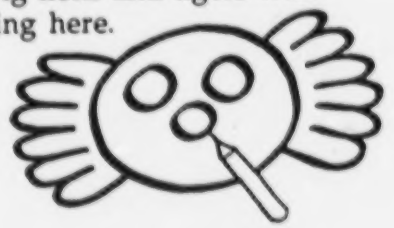
Here we have the seets for the audience. . . . . .



Over on one side of the main circus ring were two small rings. . . . . .
The monkeys and seals were performing here.

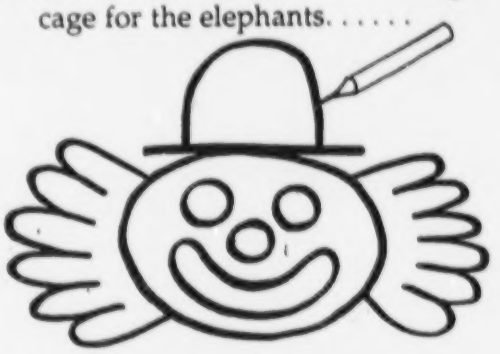


There was another small ring right in the center. . . . . .
The great, big lions and tigers were performing here.



A high wire and a net were on the other side of the large ring. . . . . .
This is where the acrobats performed.

At the end of the tent was a huge cage for the elephants. . . . . .



A funny man was running all around the large circus ring. He was trying to help the other performers and sometimes he would play jokes on them. Who can guess who this man was?

It was **Mr. Clown.**[3]

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[3] Olson, Margaret. TELL AND DRAW STORIES. Minneapolis, Minnesota. Creative Storytime Press, 1961.

UP UP AWAY
Preschool - 4

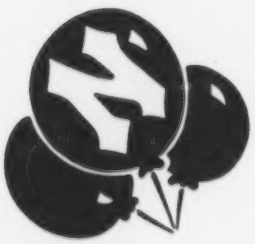
Books

Bonsall, Crosby. *Mine's the Best*
Calhoun, Mary. *Hot Air Henry*
Carrick, Carol. *Highest Balloon on the Common*
Mari, Iela. *The Magic Balloon*
Rey, H. A. *Curious George*

Activity

Have a clown or other volunteer come in and make balloon animals for children. See if local dentist or bank will donate balloons and helium for the children to take home.

Check out the games and activities suggested (including directions for a few balloon animals) in *The Great Balloon Game Book* by Arnold Grummer.[4]



[4] Used with permission from the Missouri Youth Summer Program Committee for *Make Tracks to Your Library*, © 1988.

COUNTY FAIR
6 - 10 years old

Activity

This is a draw and tell story.

County Fair

Neil and Bill were terribly excited as they neared the fairgrounds. Today was the opening day of the Hancock County Fair and they were going to spend the entire day at the fair! As they neared the fairgrounds, they saw THE HUGE ARCH over the main entrance.

Neil and Bill bought their tickets and HURRIED THROUGH THE ARCH.

As soon as they entered the fair, they heard someone yell, "Hey, Bill! Hey, Neil!"

They both looked up to see TWO OF THEIR FRIENDS from school, Greg and Pete.

"Hey guys," said Greg as the four friends hurried toward one another. "Pete and I were just going to ride on the Sky Dip. Want to go with us?"

"If you're not afraid," added Pete with a grin.

"Afraid!" said Bill. "Let's go on it now!"

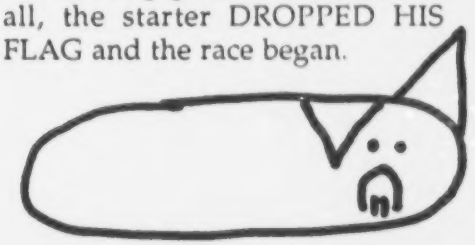
So the four friends bought their tickets and got in the small car. Slowly it took them UP A STEEP INCLINE.

Once it reached the top, the four friends were very quiet and held tightly to the handrail. The car then RACED TO THE GROUND with everyone yelling and laughing.

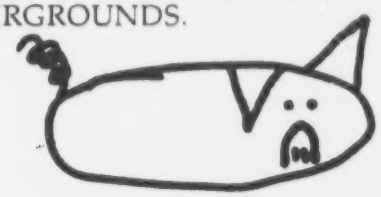
"Let's go to the racetrack and see what's happening there," said Neil, as soon as the boys had gotten off the Sky Dip.

"Yeah," they all agreed, and walked over to the racetrack. It was A LARGE QUARTER-MILE RACETRACK.

The boys arrived just in time to see a group of horses lining up ad the starting gates. In no time at all, the starter DROPPED HIS FLAG and the race began.



It was an exciting race and a horse named Bolt of Lightning won by a head. One lady got so excited that she let go of the balloon she was holding for her little girl. The wind caught it and it was carried HIGH ABOVE THE FAIRGROUNDS.

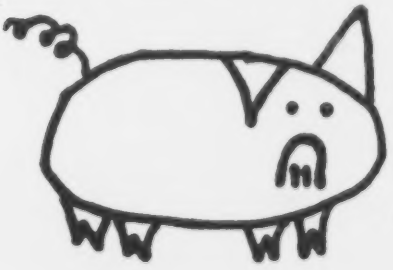


The boys were walking back to the midway as they passed a large building.

"What do you think is in there?" asked Bill.

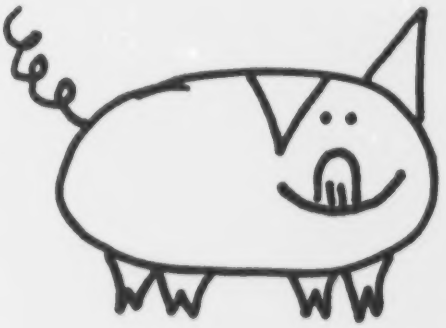
"Let's go in and see," said Greg.

When they entered the building, their ears were filled with a chorus of animal sounds. All of the prize-winning animals seemed to be in this building. They walked past stall after stall until Pete said, "Wow--look at that! Penelope won FOUR FIRST PLACE RIBBONS!"



"Gosh," said Neil WITH A BIG SMILE, "Penelope belongs to my Uncle John. I bet he sure is proud!"

Now what do you think Penelope is?[5]



[5] Mallet, Jerry J. & Ervin, Timothy S. MORE STORIES TO DRAW. Hagerstown, Maryland. Alleyside Press, A Division of Freline, Inc., 1990.

THE CIRCUS
6 - 12 years old

Activity

This is a draw and tell story.

Kristen Rae's First Circus

It was a perfect summer day, the special day that Kristen Rae had thought would never come. But a last she and her mother were inside the big tend. Kristen has come to see her first circus.

This is the main ring where all sorts of exciting things are about to happen.

Kristen is sitting in a section of seats over here. It's the best spot to see everything.

Opposite is the bandstand. Crash! Band! The music begins to play.

The show starts with a parade. The clowns tumble along like this. . .

. . .playing tricks on their way,

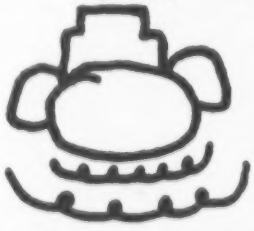
and here comes elephants dancing and horses prancing, like this. . .

. . .

Now some performers begin to climb to the top of the tent here.

. . . . . and there. . . . . .

Ladders on each side take them higher to a tightrope way up here.

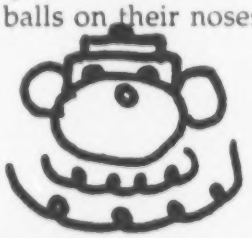


Kristen holds her breath as a man pedals across on one wheel.

She is glad that thre is a safety net underneath.

Next, in a cage right here an animal trainer performs with snarling lions and tigers,

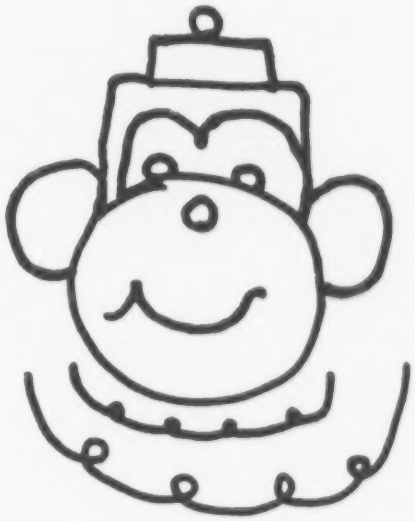
and nearby two trained seals balance balls on their noses.



Next the trapeze act begins, and the stars of the circus fly through the air, up and over, like this. . . . . .

And now there is a tremendous drum roll for the last exciting act of the circus. Boom! A man is shot from a cannon, and he sails across the ring like this. . . . . .landing in a net over here.

What clapping and cheering, for it has been a wonderful show! But of all the exciting things that Kristen Rae saw on that special day what she really liked the best was this little clown monkey, because he looked just like her favorite stuffed toy that was waiting for her at home.[6]



[6] Pfloom, Phyllis Noe, CHALK IN HAND. Metuchen, N. J. Scarecrow Press, Inc., 1980.

Animal Cracker Pins or Magnets

Materials needed:

- animal cracker cookies
- acrylic gloss or varnish
- paint brushes
- glue
- safety pins or magnets

Procedure

1. Spread newspapers on table.

2. Use paint brush to coat both sides of an animal cracker with varnish. Let dry. (You may need to remind children that these animal crackers are not for eating).

3. When dry, glue a small safety pin or magnet to the back of the cracker.

Circus Bookmarks

Materials needed:

- tagboard or old file folders
- construction paper
- glue
- scissors
- crayons and/or markers
- yarn scraps
- cup, glass, or jar lids to trace around

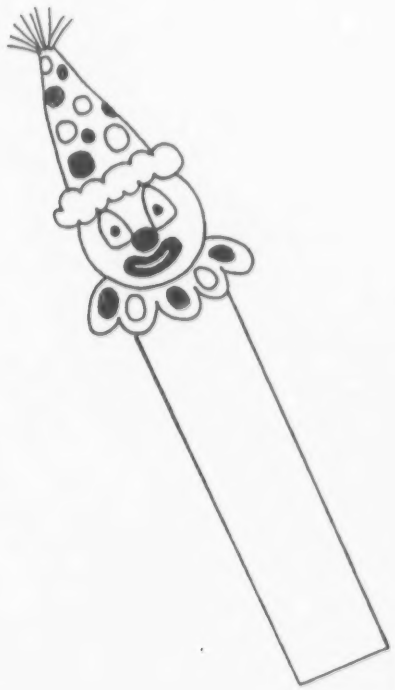
Procedure:

1. Cut tagboard into strips about 9" long by 2" wide, using paper-cutter or ruler and scissors.

2. Draw around the rims of cups or glass to make circles to cut out.

3. Glue circle onto the top of the tagboard strip.

4. Use construction paper, glue, and crayons to create circus characters such as clowns, elephants, tigers and lions.



Kitchen Clay Figures

Materials needed:

- kitchen clay (see recipe below)
- acrylic or tempera paints
- paint brushes

Procedure:

1. Gather ingredients for clay and prepare as follows:

Kitchen Clay

3 cups flour
1 cup salt
1/2 cup vegetable oil
1 cup water
food coloring or poster paint - (optional)

Mix flour and salt together in a bowl. Slowly stir in water and oil. Stir with large spoon until mixture holds together. Knead dough until smooth. Divide dough into several lumps and add food coloring or poster paint to each lump, if desired. Store in the refrigerator. Makes 3 1/2 cups.

2. Give each child a lump of clay. Demonstrate how to form balls, coils, etc. Let children use their imaginations to model various circus figures. Let dry.

3. Paint with poster paint if desired.

Circus Wagon

Materials needed:

- 1 clean milk carton or cereal box per child
- 2 popsicle sticks or cardboard strips per child
- glue
- scissors
- x-acto knife
- construction paper and/or tempera paint
- stapler
- sequins and/or glitter (optional)

Procedure:

1. If using milk cartons, staple top of carton closed.

2. Use x-acto knife to cut 4 semi-circles in the bottom of the box as shown in figure 1. (This should be done in advance by an adult.)

3. Use scissors to cut out rectangles on both sides of the box as as shown in Fig.2.

4. Pull semi-circles down to form wheels. Reinforce by gluing popsicle sticks or cardboard strips to form wheel "axles" across the bottom of the wagon.

5. Decorate the wagon with tempera paint, markers, construction paper cut-outs, glitter, and sequins. Clay or paper circus figures could be placed inside the wagons,. These could also be lined up to form a circus train and put on display.

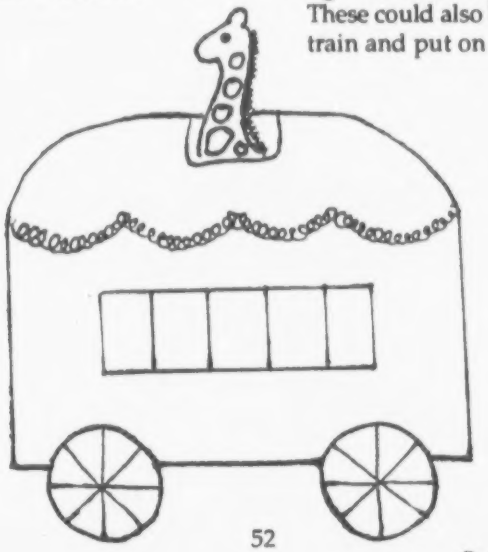


FIG. 1

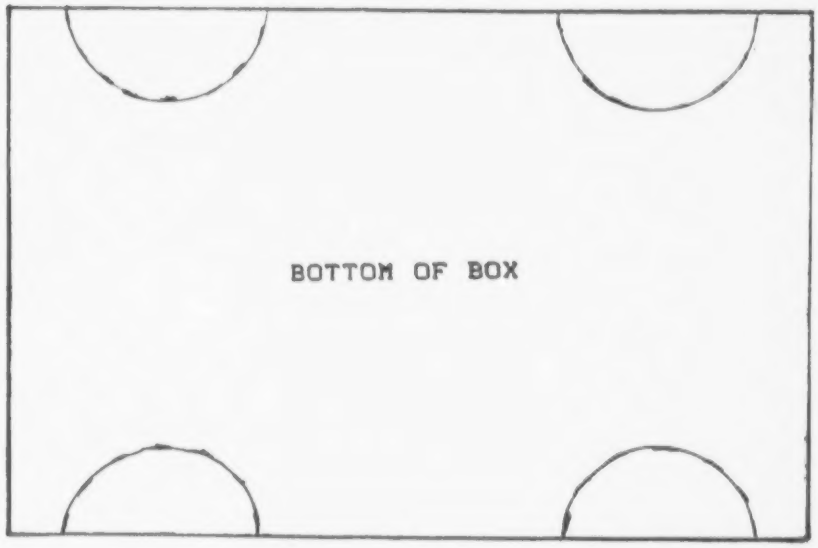


FIG. 2

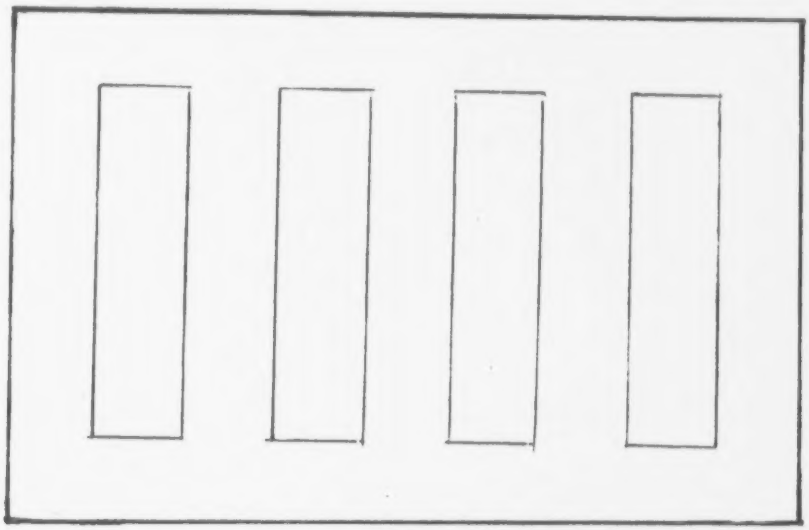
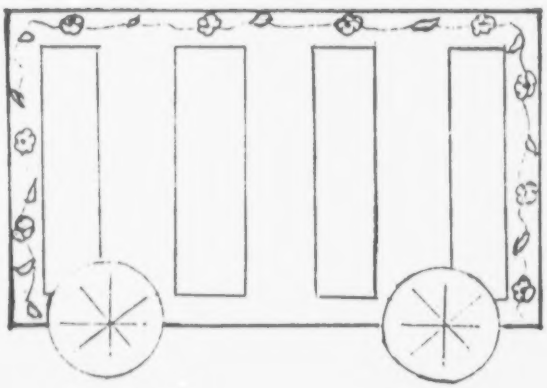


FIG. 3



CIRCUS WAGON

Pinwheels

Materials needed:

- 1 square piece of construction paper or tagboard per child
- 1 pencil per child
- crayons
- glue
- scissors
- straight pins or thumbtacks

Procedure:

1 Using a ruler, draw an X from corner to corner of the paper square.

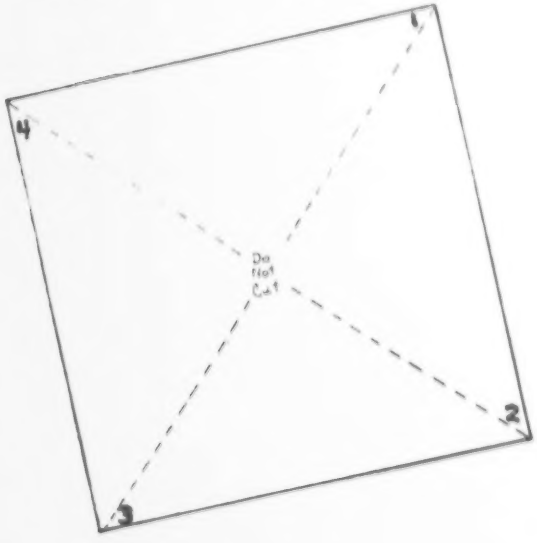
2. Color the front and back of the paper square.

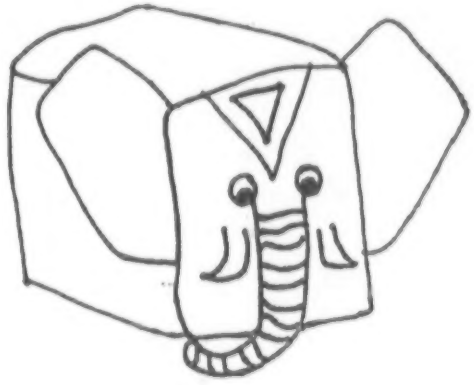
3. Cut from each corner towards the center, stopping within 1/2 inch of the center point.

4. Put a tiny drop of glue in the center. Move corner # 1 toward center and press until it sticks. Repeat for corners # 2, # 3 and # 4.

5. Push the straight pin or tack through the center of the pinwheel and into the eraser of a pencil.

6. Twirl the pinwheel in the air and watch it spin.





Paper Bag Animals

Materials needed:

- 2 paper grocery bags or lunch bags per child
- newspaper
- tape
- glue
- construction paper
- crayons and/or markers
- yarn scraps

Procedure:

1. Stuff one paper bag with crumpled newspaper.

2. Pull the other paper bag over the stuffed one.

3. Tape the bags together.

4. Use construction paper, glue, crayons, markers, yarn, and lots of imagination to create animals of all kinds.

Paper Bag Masks

Materials needed:

- 1 paper grocery bag per child
- construction paper
- glue
- crayons and/or markers
- scissors

Procedure:

1. Prepare paper bags by cutting out eye holes and arm holes. (Try one on a child to determine location.)

2. Use construction paper, glue, and crayons to create circus performers, clowns, and animals.

Tossing Game

Materials needed:

- 1 large cardboard box
- 3 bean bags made from:
- old sheet
- dried beans
- paper
- scissors
- straight pins
- needle and thread

Procedure:

Bean Bags:
1. On paper, make a pattern the size and shape you want your bean bag to be.

2. Lay the pattern on a double layer of sheet. Pin it in place. Cut around the pattern and unpin it.

3. Sew the cloth shapes together, leaving an opening for turning and stuffing.

4. Turn the bag inside out.

5. Color the bag if you like.

6.. Fill the bag with dried beans. Tuck in the raw edges and sew the opening.

7. Make as many bean bags as you need.

Cardboard Box:
8. Cut several holes in the side of the large cardboard box. Make sure the holes are large enough for the bean bags to go through easily.

9. Give a point value to each hole.

10. Mark a line for the players to stand behind.

11. Each player gets three turns in trying to toss the bean bags through the holes. The player with the highest score wins the game.[a]

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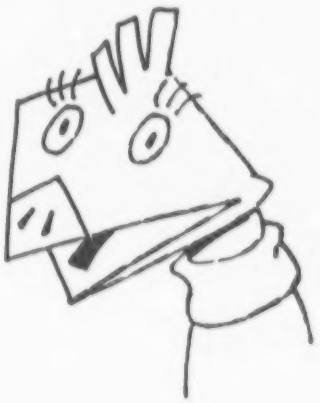
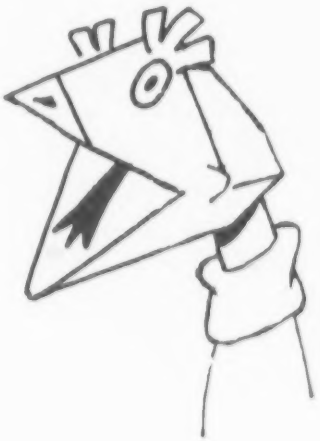
[a] Sheet Magic by Peggy Parish

Envelope Puppet





Materials needed:

(Use smaller envelopes for smaller hands)

- 2 envelopes of identical size
- 2 paper loops (about 1" in diameter)
- scraps of construction paper, felt, yarn
- white glue

Procedure:

1. Fold each envelope in half crosswise, them fold back the other way to form a crease.

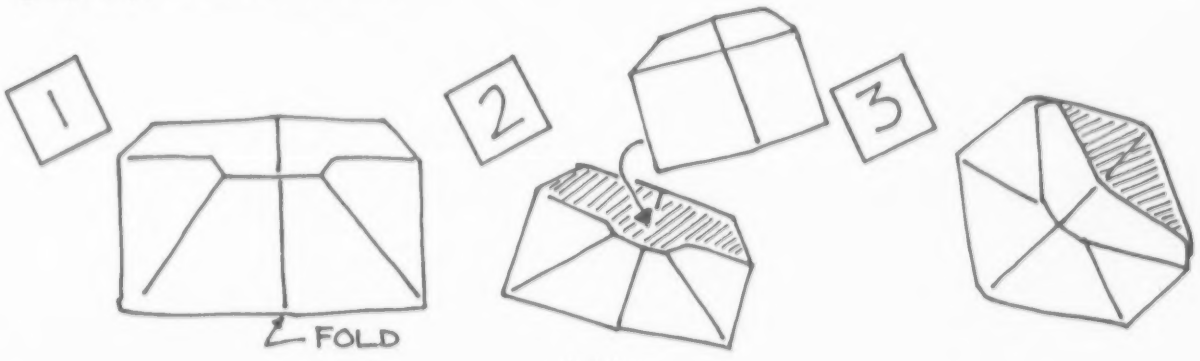
2. Slip one envelope inside the other with glued edges of flaps facing each other.

3. Bend the envelopes along the crease so that the two lower corners come together.

4. Glue a paper loop in each side of the center fold inside the envelopes.

5. Cut features from scraps to create a chicken, and owl, or any other creature. Glue them on and allow glue to dry thoroughly.

6. Place hand in the envelope puppet. Put middle finger in the upper loop and thumb in the lower loop. The loops allow a better grasp to open and close the mouth.[b]

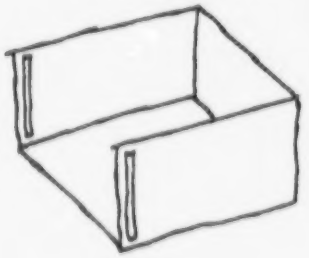


[b] Puppets and Custumes by Sidney Martin and Dana McMillan

Roller Movie

Materials needed:

- 1 small cardboard carton or shoebox per child
- 1 paper towel tube per child
- old sheet cut into long strips, 1 strip per child
- scissors
- crayons, markers or paints
- glue



Procedure:

1. Cut the top and one side from a cardboard carton or box.

2. Make slits in the sides of the carton as shown.

3. From an old sheet, cut a strip about 1 inch narrower than the height of the slit and as long as you want your movie to be.

4. Crayon or paint your pictures of circus scenes on the cloth strip.

5. Glue the end of the strip to a paper towel tube. Let the glue dry.

6. Wrap the strip around the tube.

7. Thread the strip through both slits in the carton. To make the movie move, pull the strip slowly through the slits.[c]

[c] Sheet Magic by Peggy Parish

Balloon Masks

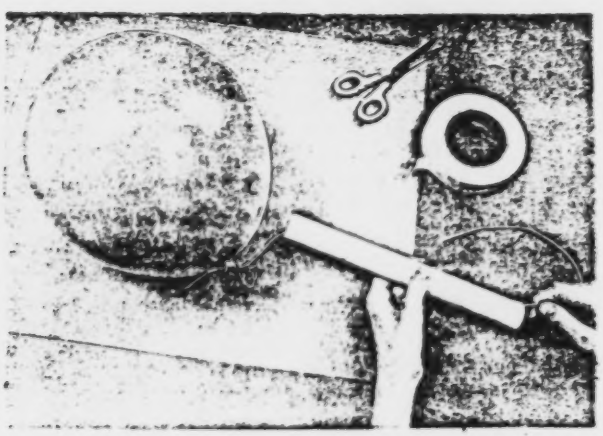
Materials needed:

- round balloons (each balloon will make two masks)
- string
- cardboard tubes
- masking tape
- elmer's glue
- an old jar for mixing the adhesive
- water
- glue brushes
- newspaper torn into small pieces
- poster or tempera paints
- paintbrushes
- plastic food trays for mixing the paints
- pencil or pen
- toilet roll centers
- hat elastic

Procedure:

(Steps 1 and 2 may be done ahead)

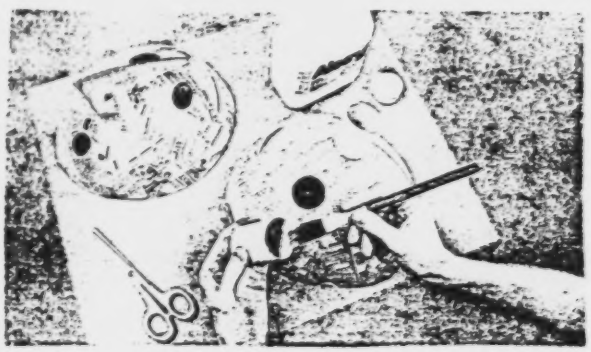
1. Blow up your balloon to head size or a little bigger. Tie it tightly with a piece of string. Thread the string through the cardboard tube, pull it tight and secure the end with making tape. This will make the balloon easier to hold during the next stage.



2. Pour some glue into the jar. Add an equal amount of water and mix thoroughly. Now cover the balloon with pieces of newspaper painted on both sides with the thinned adhesive. When you have completed one layer, mix a little paint in with some of the adhesive mix and do anther layer. Alternate painted layers with clear layers three or four times. Be careful not to get the balloon too wet and soggy. When completed, leave to dry overnight.

3. When the newspaper layers have dried, remove the cardboard tube and cut the covered balloon in half. You will now have two mask bases.

4. Mark the position of your eyes, and cut eye holes. Do the same for your nose and mouth if you need to.



5. Make any additions you choose. At this point two toilet roll centers can be use for the eyes, and a piece of cardboard for a nose. Stick the features on with glue and cover the joins with glued newspaper. Let dry for an hour.

6. When the masks are dry, add elastic or string, then paint them.[d]

[d] Masks by Lyndie Wright

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Finger Puppets

Materials needed:

- 1 sheet of paper per child
- 2 layers of old sheet
- straight pins
- sewing needles
- thread
- markers or paint

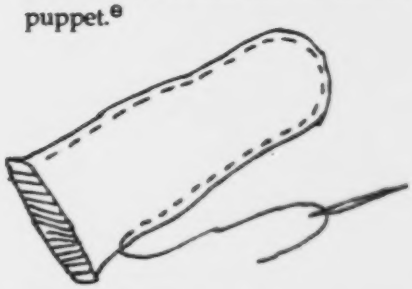
Procedure:

1. On a piece of paper draw around the end of each of your fingers. Draw another line 1/4 inch outside each one. Cut along this outer line to make patterns.

2. Lay the patterns on a double layer of sheet and pin in place. Cut around the patterns and unpin.

3. Sew each pair of cloth pieces together except at the bottom. Turn each inside out.

4. Make a face and hair on each finger puppet.[e]



[e] Sheet Magic by Peggy Parish

Pencil Topper

Materials needed:

- 3 1/2 X 1 1/2 inch strip of green felt
- small pieces of white, yellow, blue and red felt
- small amount of cotton batting
- black sewing thread
- small amount of red or orange knitting yarn
- new pencil
- glue
- scissors
- pencil
- tracing paper
- straight pins
- needle

Procedure:

1. Place a pencil on the 3 1/2 inch edge of the green felt strip. Put glue along the other long edge (figure 1). Carefully roll the felt around the pencil to form a tube. Hold the tube around the pencil until the glue dries: then remove the pencil.

2. Trace patterns for the clown's head and cut two from white felt. Placing the fold of your pattern along the line of dashes, trace collar half-pattern, and cut one collar from yellow felt.

3. Cut facial features like those shown on the head pattern from felt scraps. Make the nose and mouth red and the eyes blue. Glue facial features in place on one white felt head.

4. Sew a black cross over each eye with a double strand of black thread (figure 2).

5. Take the back head piece and put a line of glue near the edge from the bottom of one ear, around the top of the head, to the bottom of the other ear. Paste the front head on the back. Don't glue the two heads completely together. The inside head and the chin areas should be open. Only the outside edges along the tops should be stuck together.

6. When the glue has dried, stuff head lightly with cotton batting. It should stay fairly flat, so don't put too much cotton inside.

7. Put some glue just inside one end of the green felt tube and pinch it closed. (The seam should be in the back. Push about 1/2 inch of the closed end into the head at the chin (figure 3). Glue the rest of the head together from the bottom of one ear, around chin, to the bottom of the other ear. Be sure both head pieces are glued securely around the tube. (If cotton batting gets in your way, push it inside head with a toothpick).

8. Put a ring of glue around the tube just under the clown's chin. Push the tube in the hole in the middle of the collar and push the collar all the way up to the chin. Let glue dry, them fold front of collar down and glue it to the tube with a dab of glue. Do the same with the back collar.

9. For the clown's hair, cut about six pieces of yarn, all 3 inches long. Put them in a bundle. Take another piece of yarn and tie it around the middle of the bundle (figure 4). Glue hair on top of clown's head. When glue has dried completely;, push the eraser end of the pencil into the tube and your pencil topper will be complete.[f]

Figure 2

Figure 4

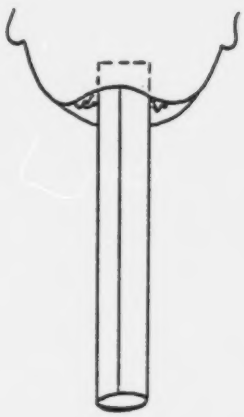
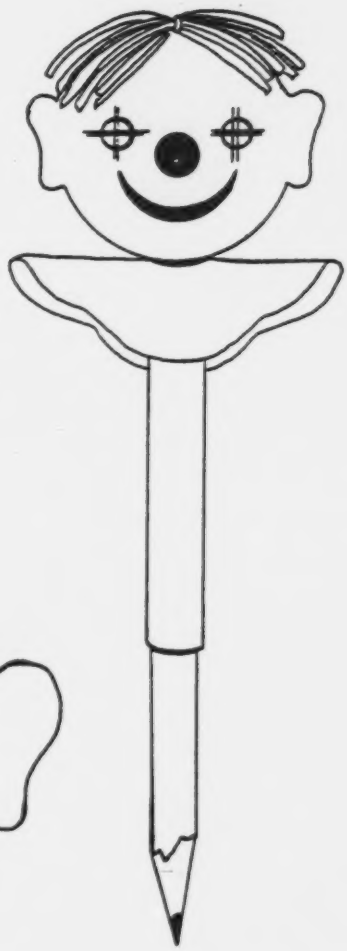


Figure 3



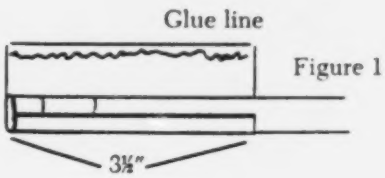
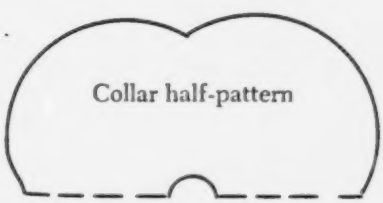
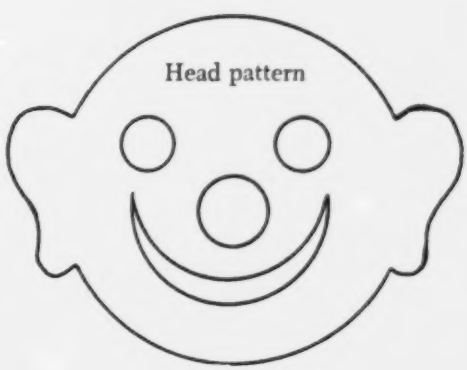


Figure 1





[f] Make It With Felt by Arden J. Newsome

One Piece Shadow Puppets

(Shadows can be seen through a shade at the window during the day, and on a wall with the help from an electric light at night).

Materials needed:

- heavy paper
- wire coat hanger
- tape
- felt-tip markers
- scissors
- pencil
- pliers
- wire clipper

Procedure:

1. Copy or trace fish.

2. Cut out fish.

3.Color with felt tip markers.

4. Straighten wire with pliers. Do not straighten hook.

5. Clip off 11 inches from wire.

6. Bend tip of wire up at a right angle.

7. Tape turned up wire to fish.[8]

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[8] Easy to Make Puppets by Frieda Gates

Musical Glasses

Materials needed:

- 8 glasses
- water
- silver spoon

Procedure:

1. Fill a glass with water. Tap it lightly with a spoon. You will discover it gives forth a musical sound. Then pour out some of the water. Note the difference in the sound.

2. Now arrange 8 glasses in a row on a table. Fill each with water at different levels and sound again. The pitch can be changed by adding to or reducing the amount of water in the glass. With a little experimenting you can line up the 8 glasses of water and play a scale on them.

3. The tapper and the kind of table upon which the glasses rest will make a decided difference in obtaining the tones you desire.[h]

Barrel and Kettle Drums

Materials needed:

- heavy cylinders for the barrel drum
- a mixing bowl, tin pail or wooden bowl for the kettle drum
- strong paper, film cloth or skins for drumhead
- shellac or varnish
- thumbtacks
- strong cord
- paint and brushes

Procedure:

1. To make a barrel drum, each end must be covered by a skin. The drumhead must be stretched tightly and held firmly in place. There are three ways to fasten it to the body of the drum:
If the drum is of paper, use thumbtacks (figure 1).
If there is a hoop or lip.around the drum body, a strong cord may be wound tightly around the edge of the skin to hold it in place. A margin of an inch or more should be left for fastening the skins (figure 2).
The two skins may be held on the drum body by lacing a cord back and forth between them (figure 3).
Only one skin is needed to make a kettle drum.

2. One or two coats of shellac covering the drumhead with make a better-toned drum.

3. Paint the drum body, if desired.[h]

Fig. 1

Fig. 2

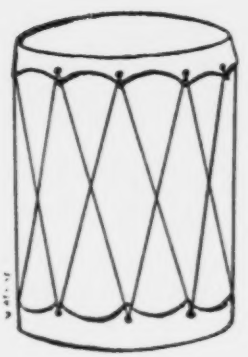


Fig. 3

[h] Things to Make and Do by Bjoland, Esther

[h] Things to make and Do by Bjoland, Esther

Rubber Band Banjo

Materials needed:

- a box measuring 4 inches square and 1 inch deep
- cardboard
- tape
- rubber bands

Procedure:

1. Cut a hole and a slot in the cover (figure 1).

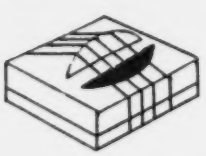
2. Fashion a bridge from cardboard (figure 2). Make certain that the tab at the bottom of the bridge fits securely into the narrow slot, and the the bridge stands upright.

3. Tape the cover to the box.

4. Stretch rubber bands of various sizes over the entire box, passing them over the bridge. The smaller bands will produce the highest tones. Play the bands with your fingers or a toothpick.[h]

Fig. 1

Fig. 2

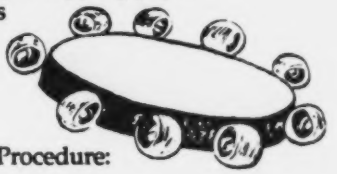


[h] Things to Make and Do by Bjoland, Esther

Tambourine

Materials needed:

- embroidery hoop
- muslin or heavy wrapping paper
- 6-7 sleigh bells
- scissors
- safety pins



Procedure:

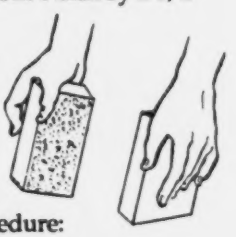
1. Cover hoop with muslin or wrapping paper.

2. With scissors or a knife, cut as many slits in the rim as you have bells. Insert the bell hooks into the slits and fasten in place with the safety pins.[h]

Sand Blocks

Materials needed:

- 2 blocks of wood about 1 inch by 2 1/2 inches by 5 inches
- sandpaper
- shellac
- scissors
- glue



Procedure:

1. Smooth the blocks with sandpaper and round the edges.

2. Paint or shellac the blocks. When dry, sandpaper one of the 2 largest surfaces of each block.

3. Measure and cut 2 pieces of sandpaper to fit these surfaces. Glue in place. When rubbed together, the sandpapered sides will produce a delightful shuffling noise.[h]

[h] Things to Make and Do by Bjoland, Esther

[h] Things to Make and Do by Bjoland, Esther

Clown Costume

Materials needed:

- pillowcase
- colorful felt scraps
- thick yarn
- paper plate
- colored markers
- hole punch

Procedure:

1. Place the hemmed opening of the pillowcase at the top of the costume. Slit the hem and gather with yarn.

2. Cut armholes in the sides of the costume. Cut scalloped legholes at the bottom.

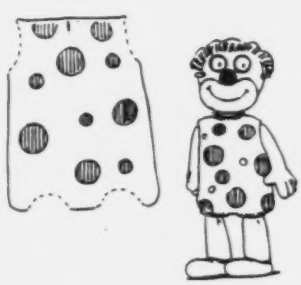
3. Cut colorful circles of felt and staple them all over the costume.

4. Cut holes in the paper plate for eyes, nose and mouth.

5. Outline the mouth and nose with red marker, the eyes with black. Add red cheeks and black tears under the eyes.

6. Punch a row of holes along the top of the mask. Tie short lengths of yarn through the holes, fraying the yarn to create the hair.

7. Punch a hole in each side of the mask and add yarn ties.[i]



[i] Puppets and Costumes by Sidney Martin and Dana McMillan

Funny Eyeglasses

Material needed:

- two 35 mm slide frames
- cardboard
- plastic six-pack holder
- glue
- odds and ends: egg cartons, felt, yarn, foam rubber, telephone wire, fruit trays, colored paper, vinyl, etc.

Procedure

To make 3-D glasses:
1. Pop out the plastic film from the slide frames.

2. Cut two earpieces and a nose bridge from the cardboard.

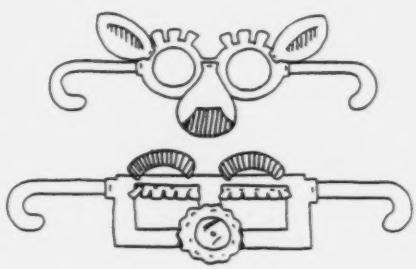
3. Glue or staple all of the pieces together.

4. Add details such as eyelashes, nose, and eyebrows with odds and ends.

To make fancy glasses:
1. Cut two adjoining rings from the six-pack holder.

2. Cut two earpieces from the cardboard and staple one at each side of the plastic rings.

3. Add details like eyebrows, big ears, and a nose with the odds and ends.[j]



[j] Puppets and Costumes by Sidney Martin and Dana McMillan

Pipe Cleaner Dolls

Materials needed:

- 3 pipe cleaners per figure
- cotton balls
- cloth scraps
- paper
- cardboard
- crepe paper
- glue
- needle and thread

Procedure:

1. Bend three pipe cleaners as shown in figure 1.

Fig. 1

2. Twist lower ends of headpiece around the middle sections of arms and legs to form the body (figure 2).

3. Cover the head loop with cotton and a piece of light colored cloth. Gather in the back and sew firmly. Paint in facial features. Use yarn or curled strips of paper for hair. Sew or glue in place.

4. To make the figure stand use a cardboard base 2 inches square. Cut slits 1/8 inch apart in it. Slip one foot through these slits. If doll is top heavy, cut a second slit in base and anchor the other foot of the doll. Bend arms and legs for action poses.

5. Use crepe paper or cloth to dress dolls. Put together with glue or needle and thread, or simply hold parts in place with fingers and tie with thread.[k]

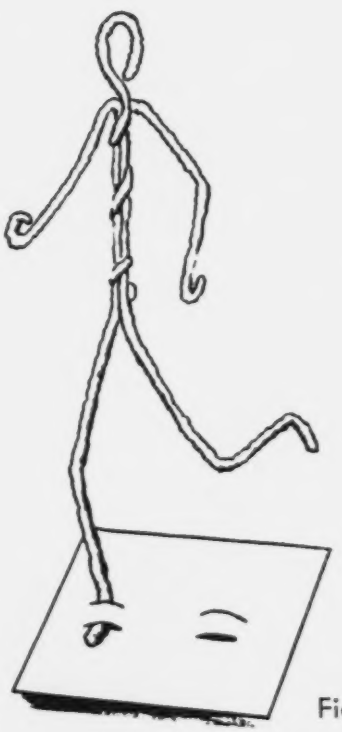


Fig. 2

[k] Things to Make and Do by Bjoland, Esther

Wooden Clothespin People

Here are some small folks to perform in or attend your circus.

Materials needed:

- wooden clothespins (the round kind with legs)
- pencil
- ruler
- glue
- scissors
- lightweight cardboard
- bits of cloth or paper
- markers
- yarn

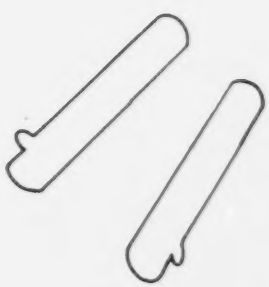
Procedure:

1. Draw a face on the clothespin with markers.

2. Glue bits of yarn for hair.

3. Cut pieces of cloth or paper for the clothing.

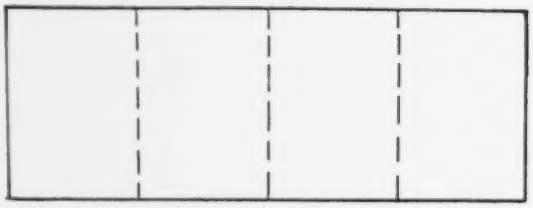
4. Use the patterns provided to cut arms from the cardboard.



5. Wrap the clothing around the clothespin and glue in place. Glue the arms to the sides.

6. Cut a strip of 1 1/2 X 4 inch cardboard for the stand. Make a fold at each inch, lengthwise, then fold as shown.

7. Position the legs of the clothespin over the stand.[1]



[1] Happy Day! Things to Make and Do by Judith Conaway

Clompy Clown

Materials needed:

- scissors
- heavy paper
- crayons or markers

Procedure:

1. Draw the clown shape and cut it out (two patterns are provided).
2. Color his face and costume.
3. Cut out two holes for legs.
4. Use your fingers as legs to make him dance or run.[m] [n]

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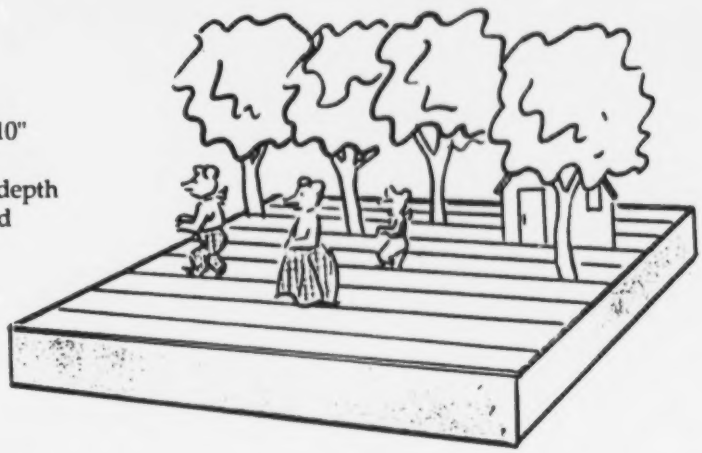
[m] Things to Make and Do by Bjoland, Esther

[n] Beginner Book of Things to Make by Robert Lopshire

A Miniature Stage

Materials needed:

- shallow box or box lid measuring: 10" wide, 12 " long and 1 1/2 " deep
- 8 blocks of wood measuring 10 " in depth and 1 7/8" in width (or use cardboard fillers to make the stage floor)
- an old storybook
- heavy cardboard
- scissors



Procedure:

1. Lay the blocks of wood in the bottom of the box to make the stage floor (figure 1). The tiny grooves between each block will serve as the spaces needed for setting the scenes and characters in their respective positions.

2. From an old story book, cut out scenes and characters from a favorite story.

3. Paste each on heavy cardboard and carefully cut, leaving a cardboard tab at the bottom of each figure or scene. Use the tabs to insert the cutouts between the grooves in the stage.

4. Insert scenes and characters in the grooves according to their place in the scene to be enacted, such as this scene from the Three Bears (figure 2).[o]

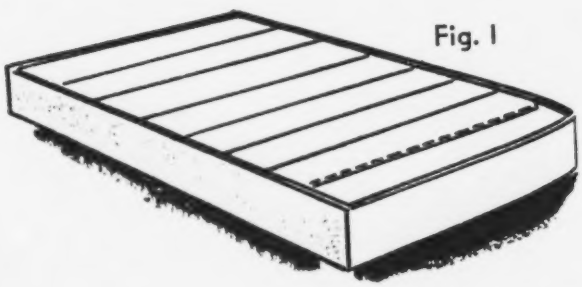


Fig. 1

[o] Things to Make and Do by Bjoland, Esther

Peanut Puppet

Materials needed:

- 6 peanuts per puppet
- darning needle
- strong black thread
- black marker
- paper
- scissors
- 1/4 inch dowels

Procedure:

1. Select 5 peanuts of about the same size to make the body, legs and arms of the puppet and a smaller peanut to make the head. With a darning needle carefully run a strong black thread through the top of the head (figure 1).

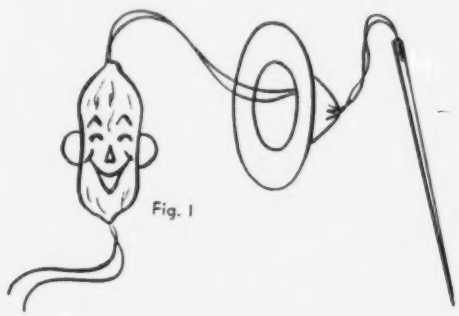


Fig. 1

2. With black ink draw the eyes, nose, and mouth. Paste on two white paper ears to the head.

3. From white paper, make the hat, using Figures 2 and 3 as patterns. Slip finished hat onto the peanut head. Run thread through it.

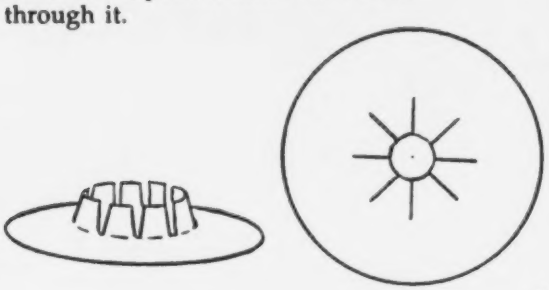


Fig. 2

Fig. 3

4. Attach legs and arms to the body with strong black thread.

5. Fasten a strong thread to the end of each arm. Tie the ends of these strings and that of the one attached to the head to a 1/4 inch dowel. Notch to prevent thread from slipping (figure 4). Use dowel to make puppet perform.[p]

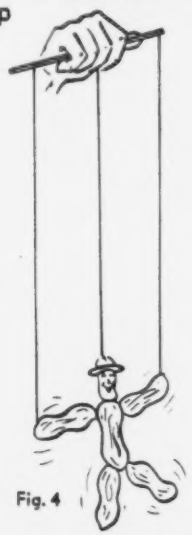


Fig. 4

[p] Things to make and Do by Bjoland, Esther

Clothespin Figures

Materials needed:

- round clothespins with legs
- cotton
- yarn or string
- cloth
- crepe paper
- markers or well sharpened crayons
- pipe cleaners
- scissors
- glue
- paper or lightweight cardboard

Procedure:

1. Pad head of clothespin with cotton. Cover with cloth or crepe paper, and tie at neck (figure 1)

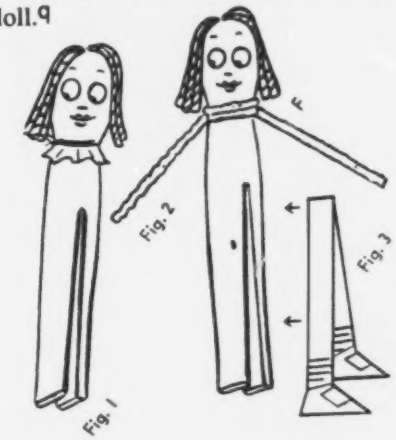
2. Add facial features with crayons or markers.

3. Sew or glue yarn hair or string onto head.

4. Twist a pipe cleaner about the clothespin to serve for arms (figure 2).

5. Insert between the prongs of clothespin, a folded piece of paper with feet cut out (figure 3).

6. Use crepe paper or cloth to make clothes for the doll.[q]

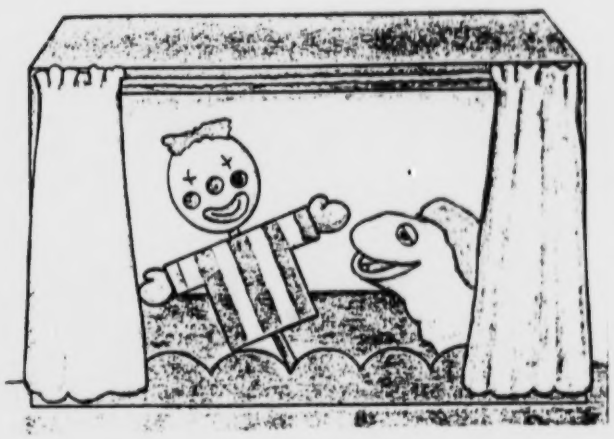


[q] Things to Make andDo by Bjoland, Esther

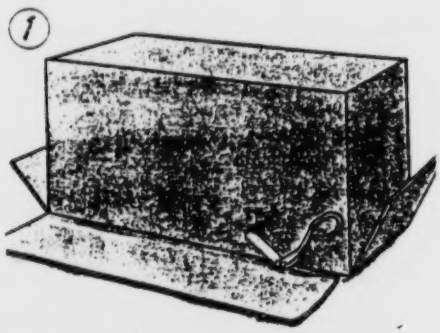
Puppet Theater

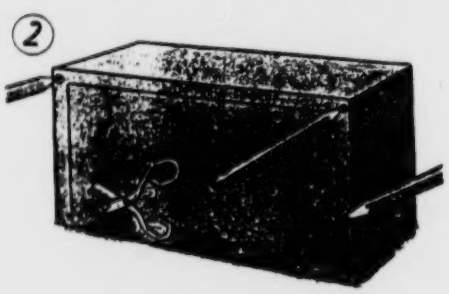
Materials needed:

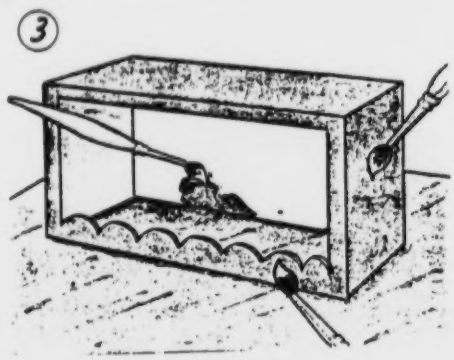
- a very large cardboard carton
- cloth
- paints
- brushes
- scissors
- pencil
- string

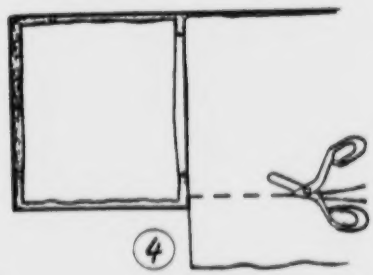


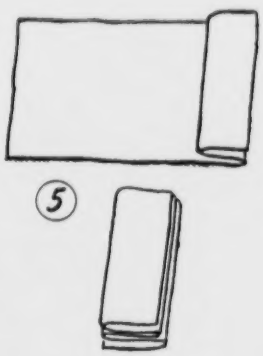
Procedure:

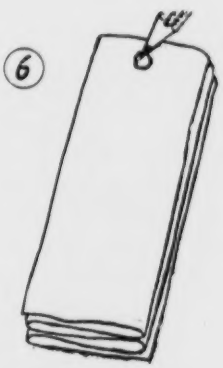


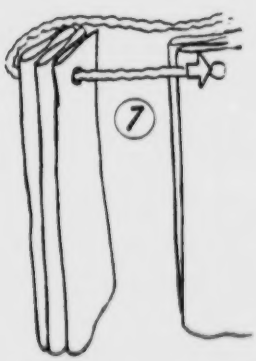


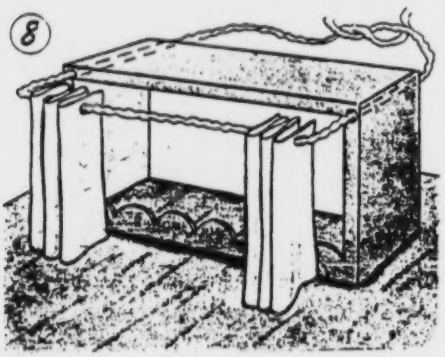


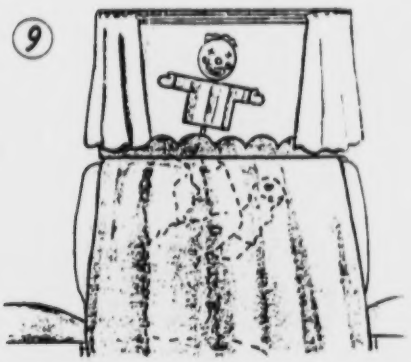












10. When complete, balance the theater on the backs of two chairs. Hang a cloth over the chairs and you can sit behind the cloth and give your own puppet show with the stick puppets described below.[r]

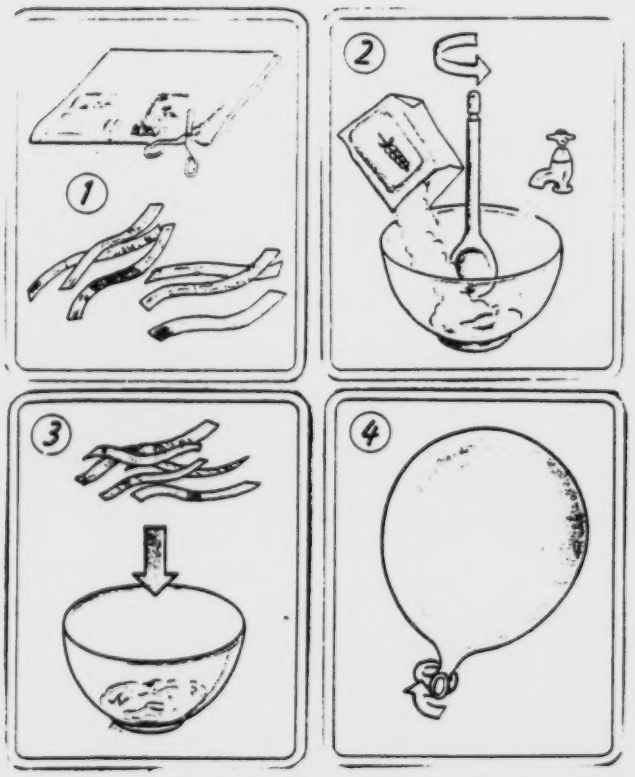
Stick Clown

Clown heads may be prepared ahead.

Materials needed:

- flour
- water
- mixing bowl
- newspaper cut into strips
- balloons
- paints
- paint brushes
- pencils
- glue
- plasticine
- string
- 2 sticks per clown
- construction paper
- yarn
- scissors

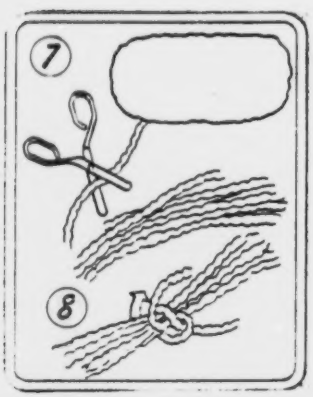
Procedure:

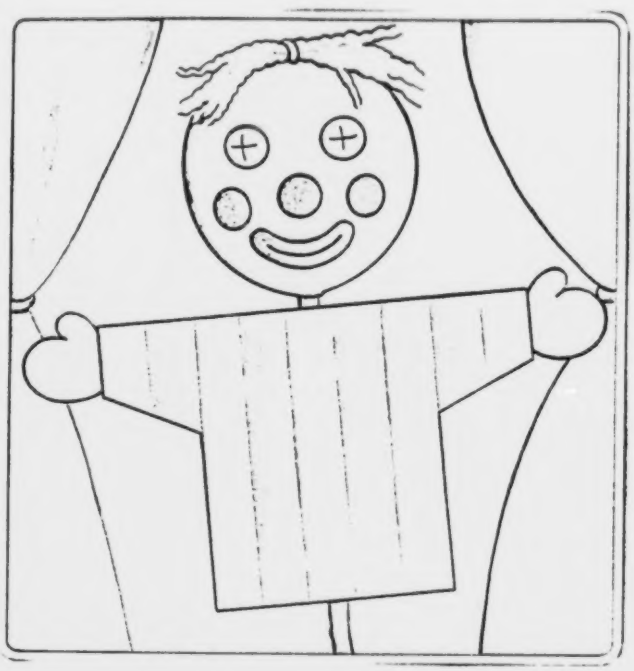


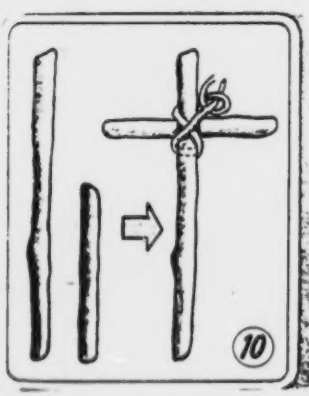
[r] Make It Yourself. No Author

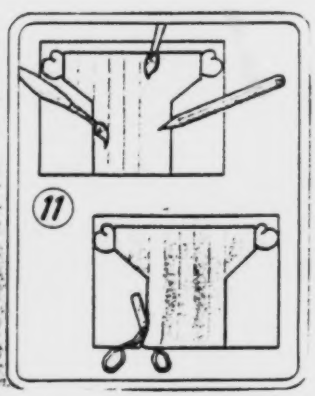
6. Note: Make sure the paper mache is completely dry before bursting the balloon inside it.

12. Note: You may need to secure the head to the stick with plasticine or glue.[5]







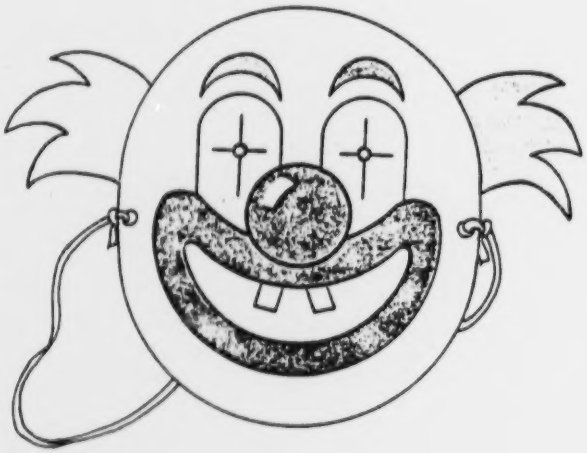


[5] Masks and Puppets. No Author

Clown Mask

Materials needed:

- cardboard or tagboard
- paints
- paintbrushes
- pencil
- scissors
- glue
- string
- yarn or cotton (optional)



Procedure:

1. Draw an oval shape on cardboard approximately the size of your face.

2. Cut out the oval.

3 and 4. Draw and color the clown face

5 and 6. Add hair constructed of paper, yarn or cotton.

7. With a pencil, punch eye holes and holes for string into the mask.

8. Tie on a string and your mask is ready to go.[t]

[t] Masks and Puppets. No Author

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Johnson, Crockett. Harold's Circus. Harper, 1981. 0-06-022966-7. **PS - 3**

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•Lochak, Michele. Suzette And Nicholas And The Sunijudi Circus. Philomel Books, 1979. 0-385-14856-9. **E**

Maestro, Betsy. Harriet Goes To The Circus: A Number Concept Book. Crown Publishers, 1989. 0-517-52844-4. **E**

•McInnes, John. On With The Circus. Garrard Publishing, 1973. 8116-6722-7.

•Moncure, Jane Belk. What Do You Do With A Grumpy Kangaroo? The Child's World, 1988. **E**

•O'Connor, Vincent F. Mathematics In The Circus Ring. Raintree Childrens Books, 1978. 0-8393-0056-5. **E**

O'Kelley, Mattie Lou. Circus. Little, Brown & Company, 1986. 0-316-63804-8. **PS - 3**

Oppenheimer, Joan L. A Clown Like Me. Thomas Y. Crowell, 1985. 0-690-04284-1. **YA**

Otis, James. Toby Tyler Or Ten Weeks With A Circus. Harper & Row, 1923. 0-440-40358-8. **4 & Up**

Pare, Roger. Circus Days. Firefly Books Ltd., 1988. 1-55037-021-9. **PS - 8**

Peet, Bill. Encore For Eleanor. Houghton Mifflin, 1981. 0-395-29860-1. **K - 3**

• Indicates Books Out Of Print

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Pellowski, Michael. Clara Joins The Circus. Parents Magazine Press, 1981. 0-8193-1058-1. **E**

Poulet, Virginia. Blue Bug's Circus. Childrens Press, 1977. 0-516-03422-7. **E**

Rey, Margret. Curious George Goes To The Circus. Houghton Mifflin Company, 1984. 0-395-36636-4. **E**

•Rounds, Glen. The Day The Circus Came To Lone Tree. Holiday House, 1973. 0-8234-0232-0. **J**

•Ryan, Quin A. Joey: The Littlest Clown. Childrens Press, 1928.

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Sullivan, Charles. Circus. Rizzoli International Publications, 1992. 0-8478-1604-4. **Ages 3 - 7**

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•Walter, Jerry. Dumbo On Land, On Sea, In The Air. Random House, 1972. 0-394-92518-1. **E**

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•Wonder, Starters. Elephants. Wonder Books, 1974. 0-448-0639702. **E**

York, Carol Beach. Miss Know It All And The Three-Ring Circus. A Bantam Skylark Book, 1988. 0-533-15590-3. **J**

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Cross, Helen Reeder. The Real Tom Thumb. Four Winds Press, 1980. 0-590-07606-X

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Fenton, Don. Behind The Circus Scene. Crestwood House, 1980. 0-89686-059-0.

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Glendinning, Richard. Circus Days Under The Bigtop. Garrard Publishing, 1969. **Ages 8 - 11**

Greenhowe, Jean. Party Costumes For Kids. David & Charles Craft Book, 1988. 0-7153-9230-1.

Groh, Lynn. P. T. Barnum: King Of The Circus. Garrard Publishing, 1966.

Hammarstrom, David Lewis. Behind The Big Top. A. S. Barnes and Company, 1980. 0-498-02205-6.

Harmer, Mabel. The Circus. Childrens Press, 1981. 0-516-01610-5. **2 - 3**

Hill, Eric. Spot Va Al Circo. Ventura Publishing Ltd., 1986. 0-399-21318-X.

Hintz, Martin. Circus Workin's. Julian Messner, 1980. 0-671-34006-9. **8 & Up**

Hornby, John. Clowns Through The Ages. Henry Z. Walck, 1965. **Ages 8 - 12**

Hubbard, Freeman. Great Days Of The Circus. American Heritage Publishing Company, 1962.

Johnson, Pamela. How To Draw The Circus. Watermill Press, 1987. 0-8167-0856-8.

Kelly, Karin. Careers With The Circus. Lerner Publications, 1975. 0-8225-0326-3.

• Indicates Books Out Of Print

Klayer, Connie. Circus Time. Lothrop, Lee & Shepard Company, 1979. 0-688-41880-5. **Ages 6 - 10**

Krementz, Jill. A Very Young Circus Flyer. Alfred A. Knopf, 1979. 0-394-50574-3.

Lorant, Terry. Pickle Family Circus. Chronicle Books, 1986. 0-87701377-2.

Machotka, Hana. The Magic Ring: A Year With The Big Apple Circus. William Morrow & Company, 1988. 0-688-07449-9. **3 - 5**

McGovern, Ann. If You Lived With The Circus. Four Winds Press, 1973. **Ages 7 - 9**

Meggendorfer, Lothar. International Circus. Viking, 1980. 0-670-40011-4. **2 - 6**

Meyer, Charles R. How To Be A Clown. David McKay Company, 1977. 0-679-20406-7. **Ages 9 - 12**

Posell, Elsa. Elephants. Childrens Press, 1982. 0-516-01621-0.

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Prelutsky, Jack. Circus. Macmillan Publishing Company, 1974. 0-02-775060-4. **K - 3**

Radlauer, Edward. Clown Mania. Childrens Press, 1981. 0-516-07783-X.

Saville, Lynn. Horses In The Circus Ring. Dutton, 1989. 0-525-44417-3. **2 - 4**

Sedgwick, Paulita. Circus ABC. Holt, Rinehart and Winston, 1978. 0-03042391-0.

Snazaroo. Five-Minute Faces: Fantastic Face-Painting Ideas. Random House, 1992. 0-679-92810-3.

Sobol, Harriet Langsam. Clowns. Putnam, 1982. 0-698-20558-8. **1 - 3**

Stolzenberg, Mark. Be A Clown. Sterling Publishing Company, 1989. 0-8069-5804-9. **Ages 12 & Up**

Supraner, Robyn. Great Masks To Make. Troll Associates, 1981. 0-89375-436-6.

Wallace, Irving. The Fabulous Showman: The Life & Times Of P. T. Barnum. Alfred A. Knopf, 1959.

Weil, Lisl. Let's Go To The Circus. Holiday, 1988. 0-8234-0693-8. **1 - 4**

Williams, Judy. How To Give Childrens Parties: Themes, Games, Favors. Smithmark Publishers, 1992. 0-8317-4588-6.

Zim, Herbert S. Elephants. William Morrow And Company, 1946.[1]

[1] From **Al's Amazing Summer Circus Manual** 1993 Summer Library Program Alabama Public Library Service.

• Indicates Books Out Of Print

ACCENT ANNEX
1120 S. Jeff Davis Parkway, New Orleans, LA 70125-9901, 800/322-2368; FAX 504/827-0766. Carnival supplies and novelty items.

BRODART COMPANY
1609 Memorial Avenue, Williamsport, PA 17705, 800/233-8959. Page 161 of its current catalog shows circus-theme wall decals.

BURROW SCHOOL SPECIALTY
1321 Bessemer Road, Birmingham, AL 35208, 800/525-8530. Page 13 of the current catalog shows large circus floor puzzles and page 107 has a circus bulletin board set.

DAKIN, INC.
P. O. Box 7200-Order Department, San Francisco, CA 94120-9977, 800/227-6598. Suzanne Summers 941-3994 (AZ). Alligator hand puppet is available for $8. Catalog #18-7250, (Minimum order $250.)

DEMCO
P. O. Box 7488, Madison, WI 53707-7488, 800/356-1200. Circus/library posters are found on page 571 of the 1992 catalog.

EDUCATIONAL RECORD CENTER INC.
3233 Burnt Mill Drive, Suite 100, Wilmington, NC 28403-2655, 800/438-1637. "Under The Big Top" LP or cassette, $10.95.

HIGHSMITH
West 5527 Highway 106, P. O. Box 800, Fort Atkinson, WI 53538-0800, 800/558-2110.

JOHNSTON, BETH
Bearing Books, 219 Grant Street, SE, Decatur, AL 35601, 205/340-1900. Alligator puppet for $25.

KIDS & THINGS
DEMCO
P. O. Box 7488, Madison, WI 53707-7488, 800/356-1200. Big Top Circus Puzzle on page 58 of the August 1992 catalog.

KIDSTAMPS
P. O. Box 18699, Cleveland Heights, OH 44118, 800/727-5437. Inexpensive rubber stamps of all sorts and varieties.

KIMBO EDUCATIONAL
P. O. Box 477 R, Long Branch, NJ 07740, 800/631-2187. "Do It Yourself Kids Circus" book, $10.95.

ORIENTAL TRADING COMPANY INC.
4206 South 108th Street, Omaha, NE 68137-1215, 800/228-2269. Catalog includes a range of inexpensive trinkets and promotional items.

PARADISE PRODUCTS INC.
P. O. Box 568, El Cerito, CA 94530-0568, 800/227-1092. Party and promotional supplies. Page 13 of the 1992 catalog has circus items.

RINGLING BROS.
AND
BARNUM & BAILEY CIRCUS
Educational Services Department, 8607 Westwood Center Drive, Vienna, VA 22182. A circus teaching unit booklet. Send $2 to cover shipping and handling.

RUBBER STAMPEDE
P. O. Box 246, Berkeley, CA 94701, 800/632-8386. Minimum first order $150; $75, second order.

S & S WORLDWIDE
800/937-3482. Address: PO Box 513, Colchester, CT 06415. Catalog includes inexpensive toys and crafts materials as well as crafts ideas.

SHERMAN SPECIALTY COMPANY
P. O. Box 401, Merrick, NY 11566, 800/645-6513. Catalog includes a range of inexpensive trinkets and promotional items.

UPSTART
Dept. 15, Box 889, Hagerstown, MD 21741, 800/448-4887. Circus items appear on pages 2 - 4 of the Fall 1992 catalog.

CIRCUS MUSEUMS AND HISTORICAL SOCIETIES

THE BARNUM MUSEUM, 820 Main Street, Bridgeport, CT 06604, 203/331-1104 (Admin.).

CIRCUS CITY FESTIVAL MUSEUM, 154 N. Broadway, Peru, IN 46970, 317/472-3918.

CIRCUS EDUCATION SPECIALISTS, INC., 67 Lion Lane, Westbury, NY 11590, 516/334-2123. Reference .

CIRCUS FANS ASSOCIATION OF AMERICA, P. O. Box 3187, Flint, MI 48502, 313/234-8496. Contact: Bob McCall, 5618 W. Encanto Blvd., Phoenix, AZ 85035, 247-7609.

CIRCUS HISTORICAL SOCIETY, Contact: Dale C. Hanes, 3477Vienna Court, Westerville, OH 43081

CIRCUS WORLD MUSEUM, 426 Water Street, Barabo, WI 53913, 608/356-8341.

EMMETT KELLY HISTORICAL MUSEUM, 202 E. Main Street, Sedan, KS 67361, 316/725-3470.

HERTZBERG CIRCUS COLLECTION, 210 Market Street, San Antonio, TX 78205, 512/299-7810.

JOHN AND MABLE RINGLING MUSEUM OF ART, 5401 Bay Shore Road, Sarasota, FL 34243, 813/355-5101. Admin. office. Deal only in artwork.

RINGLING BROS. AND BARNUM & BAILEY CIRCUS MUSEUM, 5401 Bay Shore Road, Sarasota, FL 34243, 813/351-1660. Deal only in artwork. For general information.

SOMERS HISTORICAL SOCIETY MUSEUM – ELEPHANT HOTEL, P. O. Box 336, Somers, NY 10589, 914/277-4977.[1]

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[1] From **Al's Amazing Summer Circus Manual** 1993 Summer Library Program Alabama Public Library Service.

1993 ARIZONA READING PROGRAM
"LIBRARIES: THE GREATEST SHOW ON EARTH"

EVALUATION/QUESTIONNAIRE

In order to evaluate the 1993 Arizona Reading Program, please photocopy and complete the three-page Evaluation/Questionnaire and return it no later than September 13, 1993 to Jan Elliott at the Department of Library, Archives and Public Records, Library Extension Division, 1700 W. Washington Avenue, Phoenix, Arizona 85007. Our aim is to judge the success of the program and learn how it may be refined and improved for the future.

Name of Library _____

Address of Library _____

Telephone Number _____

1. Name and Contact Person _____

   Are you interested in serving on the 1995 ARP Committee? Yes _____ No _____

Date Program Began	Date Program Ended	Number of Weeks	Local Program Budget
_____	_____	_____	_____

2. What was your primary goal this summer? _____

   _____

3. STATISTICS

   Number of all children who registered _____
   Number of all children who earned a certificate _____
   Number of books read (estimate if not known) _____
   Number of minutes read (estimate if not known) _____
   Total number of programs _____
   Number of staff assisting with program _____
   Number of volunteers assisting with program _____

4. PUBLICITY

   Please check those items of publicity used to promote the program:

   Newspaper Releases _____
   Radio Releases _____
   Fliers _____
   In House Displays _____
   Posters _____
   School visits _____
   Bookmarks _____
   Church Bulletins _____
   Other, please specify _____
   _____
   _____

How would you rate your publicity efforts?

Very successful _____
Moderately successful _____
Ineffective _____

5. PROGRAMS

Please check the different techniques that you used in your programs.

Arts and crafts _____
Booktalks _____
Creative dramatics _____
Demonstrations/resources _____
Discussion groups _____
Field trips _____
Films _____
Filmstrips _____
Finger plays _____
Flannel board _____
Music _____
Puppets _____
Records/cassettes _____
Storytelling _____
Other, please specify _____
_____

What was your most successful program? Briefly detail.

_____

_____

Preschoolers

Did you have a good read-to-me program for preschool - K Yes_____No_____
Number of good listeners who registered _____
Number of good listeners who earned a certificate _____
Briefly describe any special programs you held for preschoolers.

_____

_____

_____

6. List community groups/businesses who supported your program. For instance, did the same group make program materials or provide refreshments for your end of summer party?

_____

_____

_____

7. Overall Evaluation

How would you evaluate the librarian's manual?

Useful _____ Not useful _____ Needs improvement _____

What suggestions do you have for improving the manual? _____

_____

_____

How would you rate the materials provided by the Arizona Department of Library,Archives and Public Records?

	Useful	Not Useful
No Charge		
Activity Sheets	_____	_____
Bags	_____	_____
Bookmarks	_____	_____
Clip Art	_____	_____
Reading Records	_____	_____
Posters	_____	_____
Charge		
Badges	_____	_____
Balloons	_____	_____
Magnetic Picture Frames	_____	_____
Ribbons	_____	_____
Stickers	_____	_____
T-shirts	_____	_____

Tell us in a few words how you developed the theme in your library._____

_____

_____

Were any disabled children involved in your reading program?

Yes_____No_____ If yes, explain:_____

_____

_____

Please enclose, with your evaluation, any pictures, newspaper articles, booklists, programs, or other items pertaining to reading that you wish to share with us.

Thank you for your participation and evaluation of the 1993 Arizona Reading Program. In addition, your interest in the improvement of libraries in Arizona is greatly appreciated.

JUNE

May - 1993

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June - 1993

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July - 1993

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August - 1993

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September - 1993

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JULY

June - 1993

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July - 1993

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August - 1993

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September - 1993

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AUGUST

July - 1993

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August - 1993

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September - 1993

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October - 1993

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November - 1993

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Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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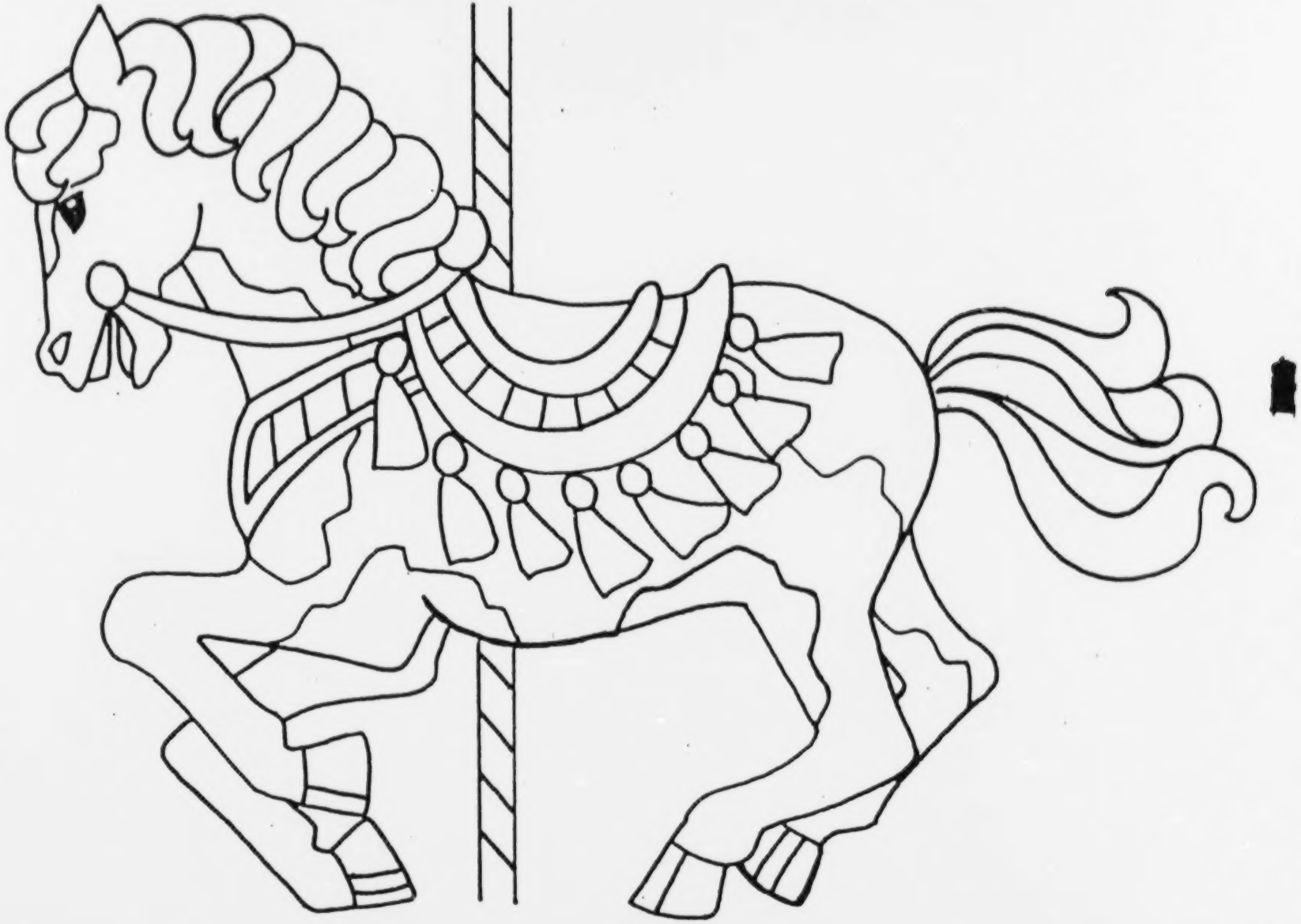
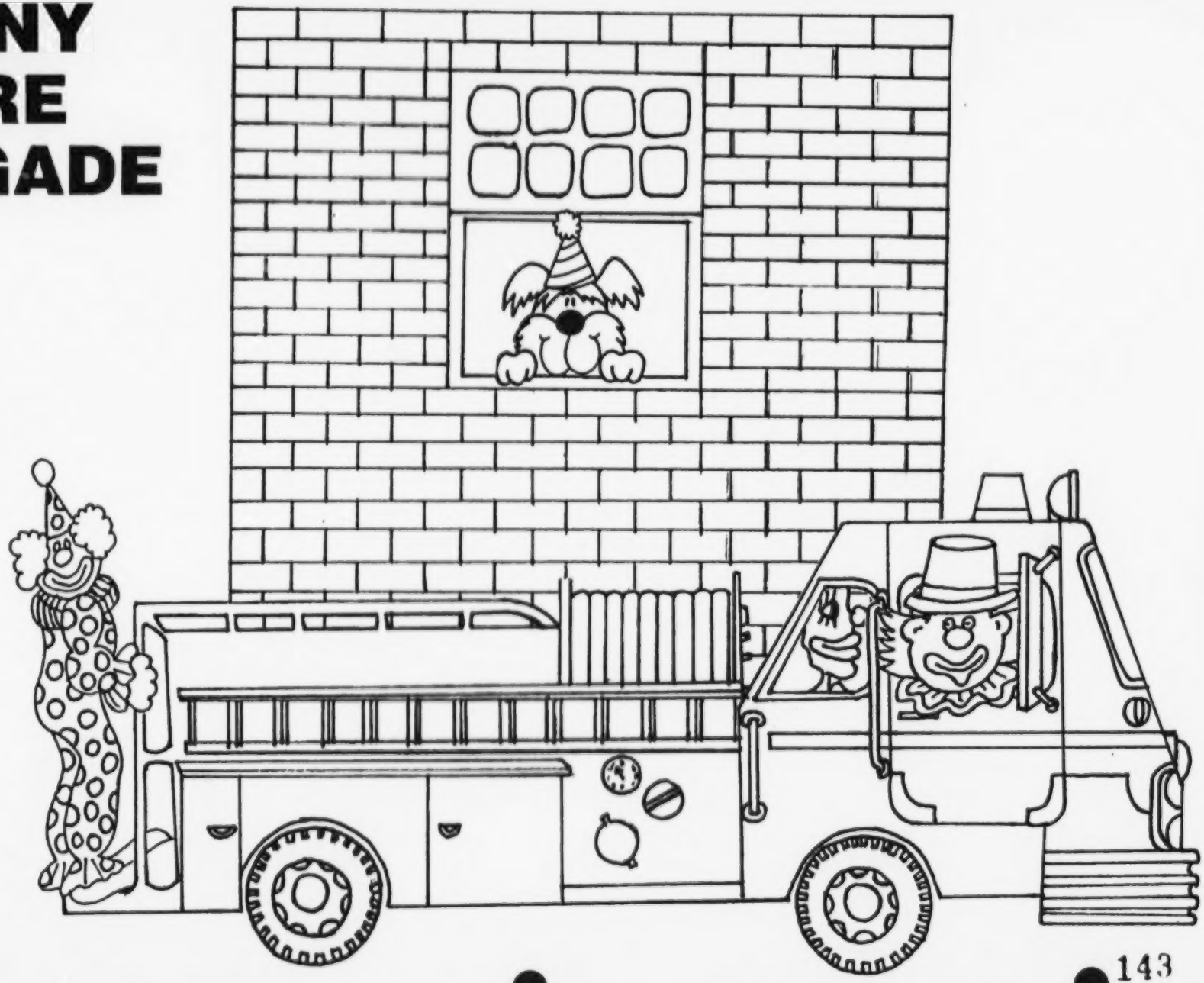


FUNNY FIRE BRIGADE



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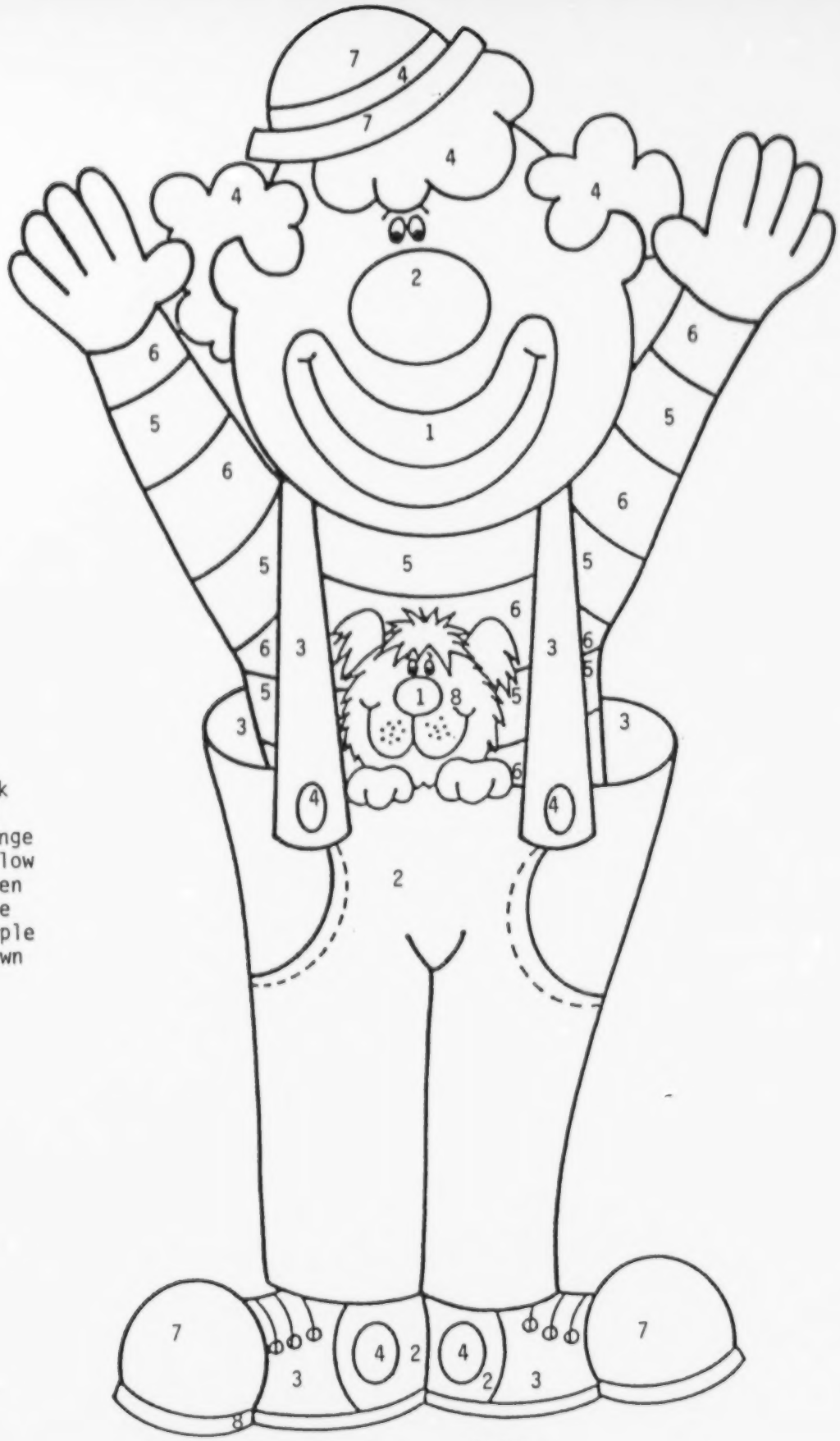
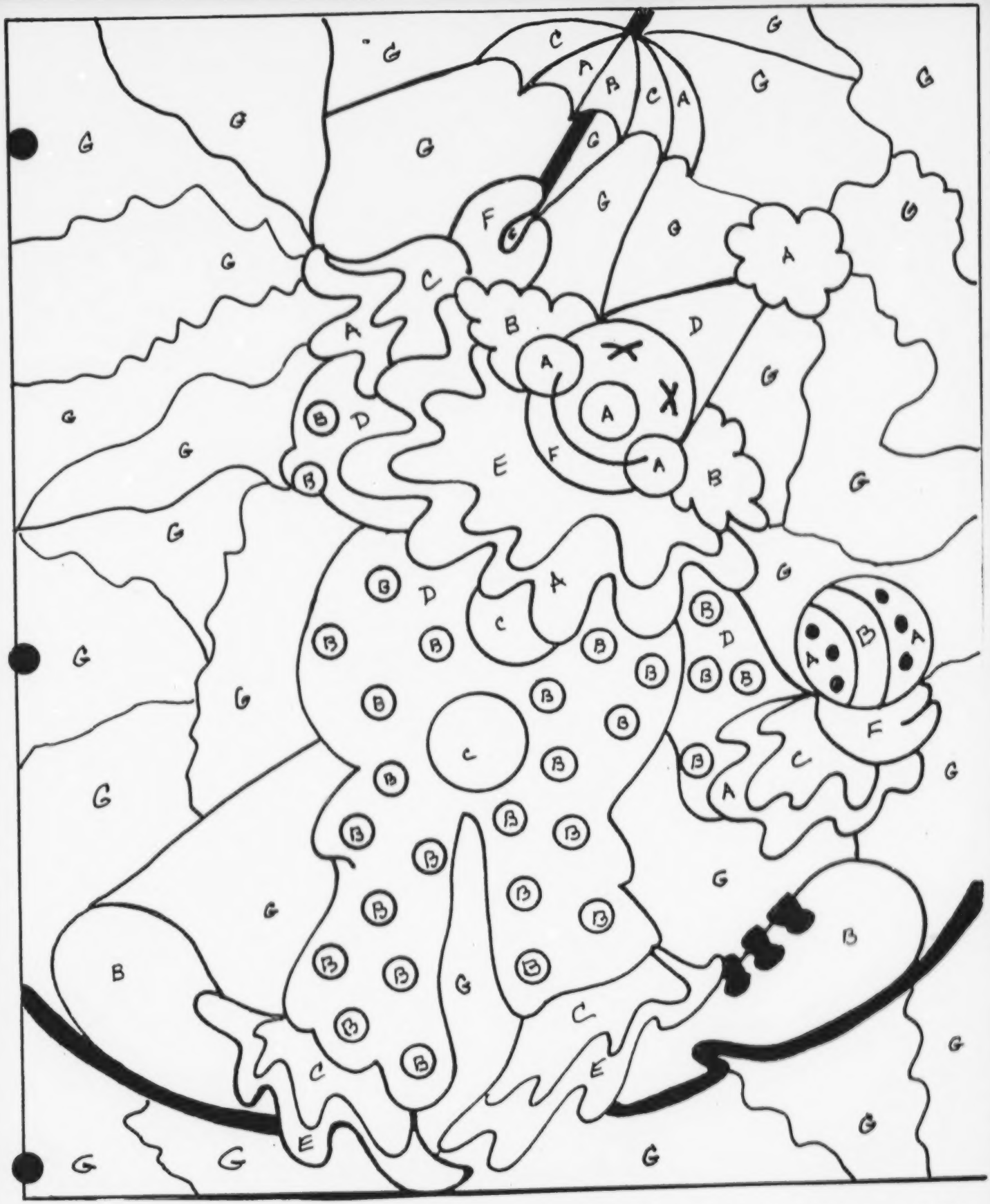
COLOR CLOWN

1 = RED
2 = BLUE
3 = PURPLE
4 = GREEN
5 = YELLOW
6 = ORANGE

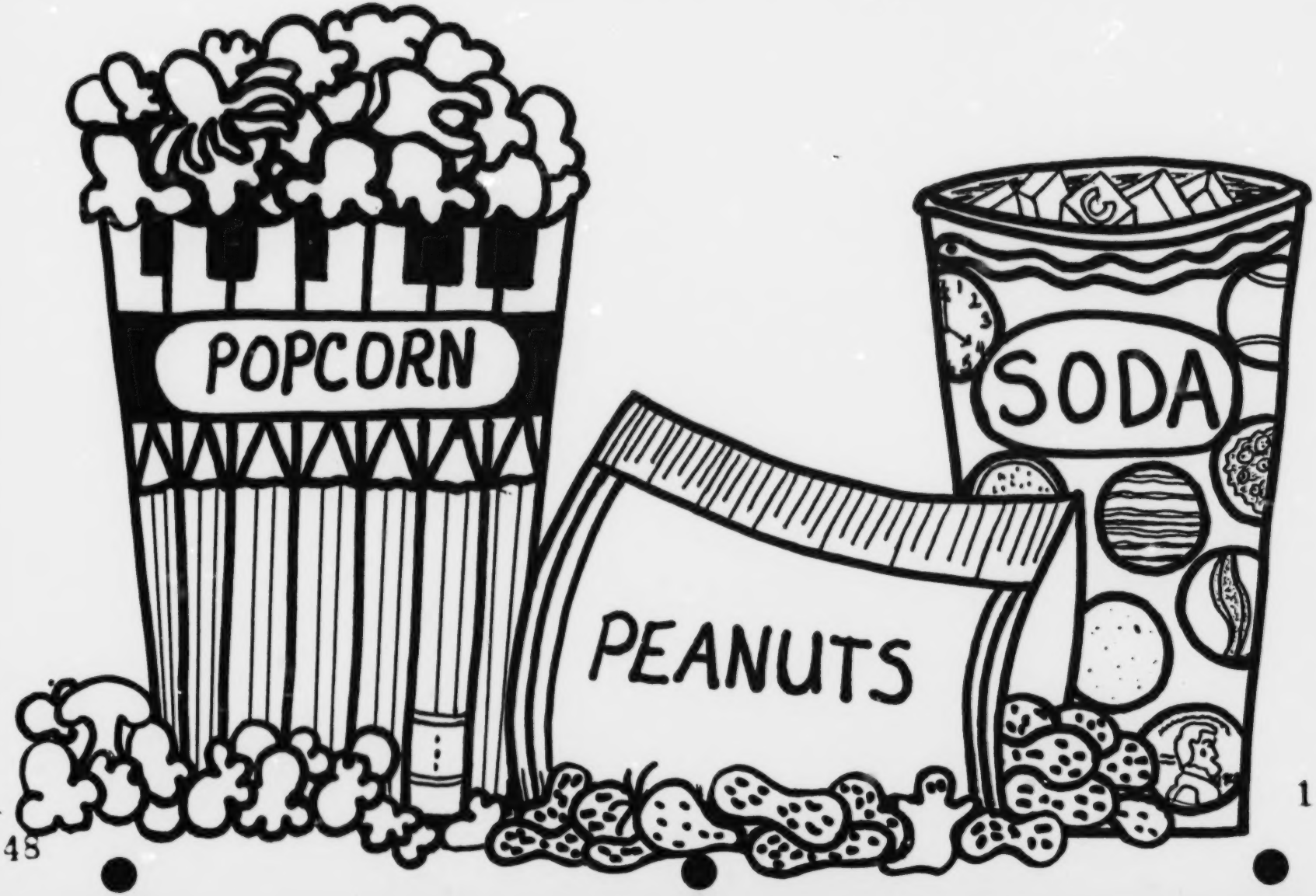


1. Pink
2. Red
3. Orange
4. Yellow
5. Green
6. Blue
7. Purple
8. Brown



COLOR CODE: A = Red B = Purple C = Green D = Blue E = Orange F = Pink G = Yellow

Find the eighteen objects listed below:
A baseball, block, clock, ghost, marble, mushroom, octopus, orange, pencil, penny, piano keys, pizza, planet, ruler, snake, strawberry, tooth, and a watermelon slice.

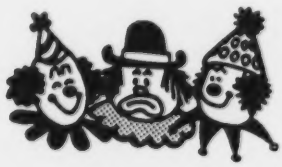


CIRCUS WORD SCRAMBLE

UNSCRAMBLE THE WORDS THEN DRAW A LINE TO THE MATCHING PICTURE

gbi tpo

sclnow



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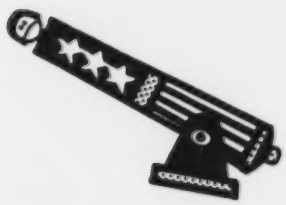

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YOU'LL FIND IT AT THE LIBRARY

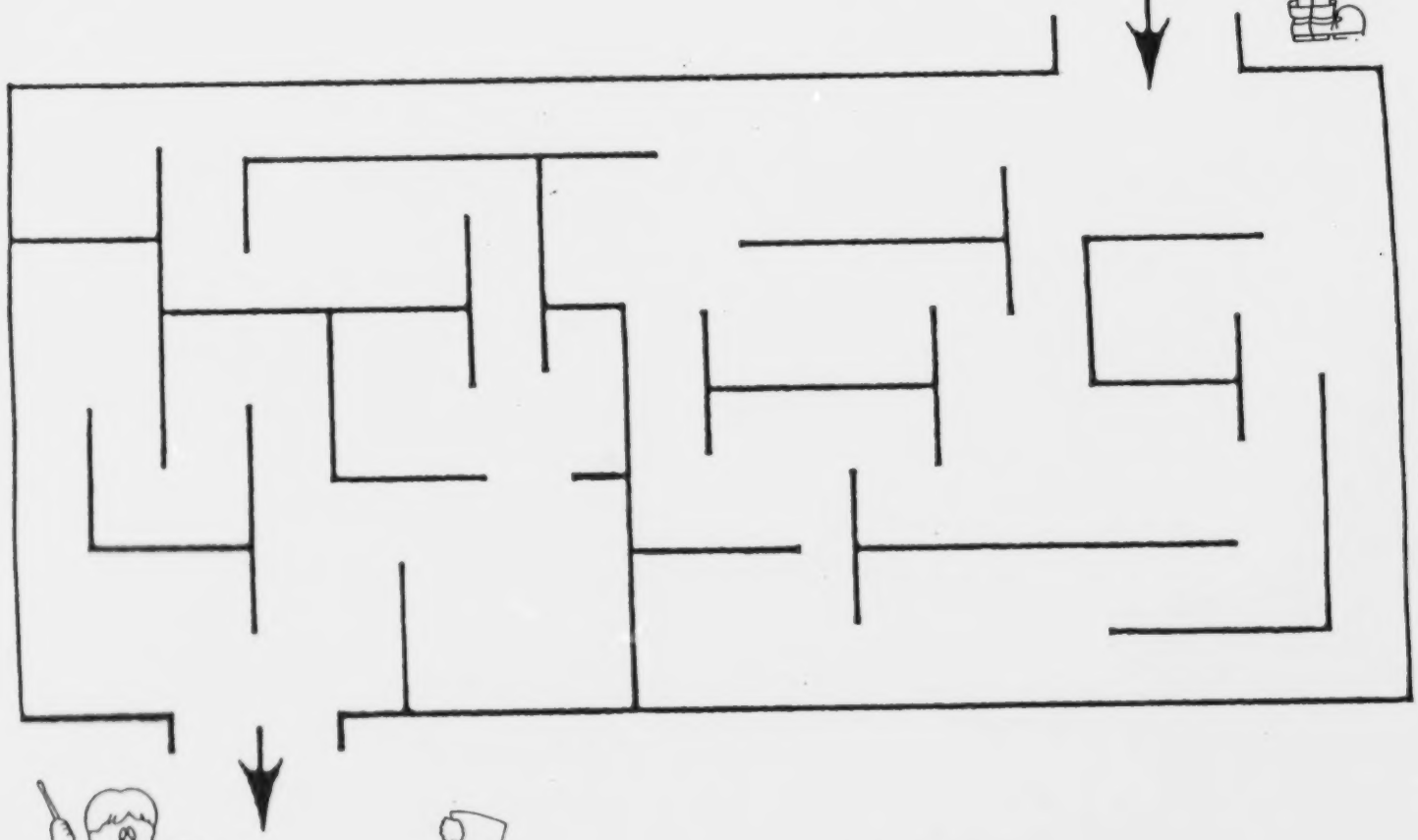
Use the definitions to unscramble the words below.

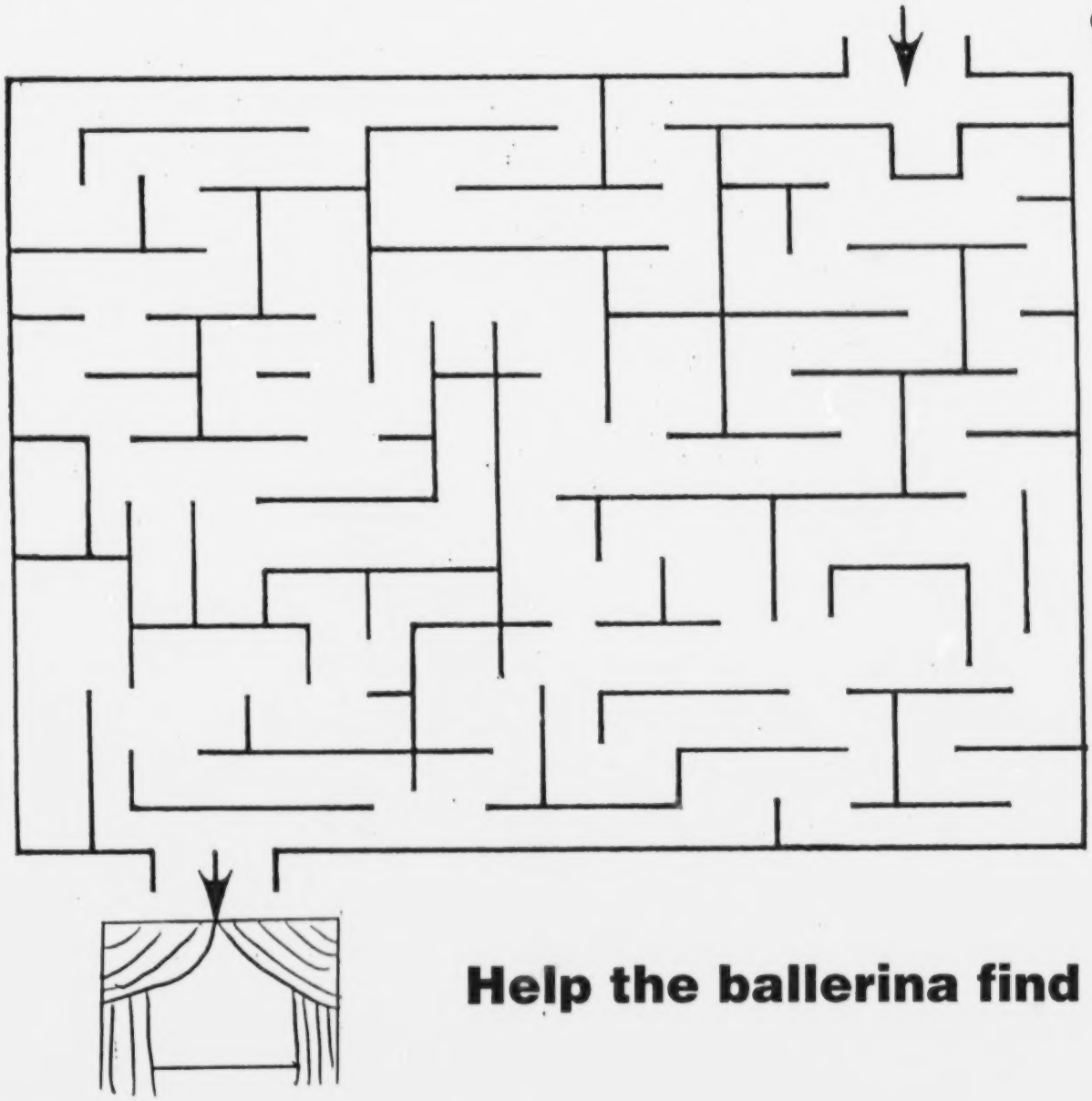
1. **Characters in a play who are moved by hand.** — **ppepust**
2. **A person who shares a tale with an audience.** — **ryeltsortelr**
3. **Volumes of printed material.** — **sokob**
4. **A building which contains reading material.** — **brirlay**
5. **A publication that is issued periodically.** — **aginzmea**
6. **Mechanical devices capable of processing information at a high rate of speed.** — **stupermoc**
7. **A series of pictures photographed in motion.** — **emivo**
8. **A competition for a prize.** — **tonstec**
9. **A person trained in library service.** — **anirlirab**
10. **A daily or weekly publication containing current issues.** — **prepawnse**
11. **A disk which reproduces sounds mechanically.** — **croders**

Unscramble the words to name the Circus Performers.

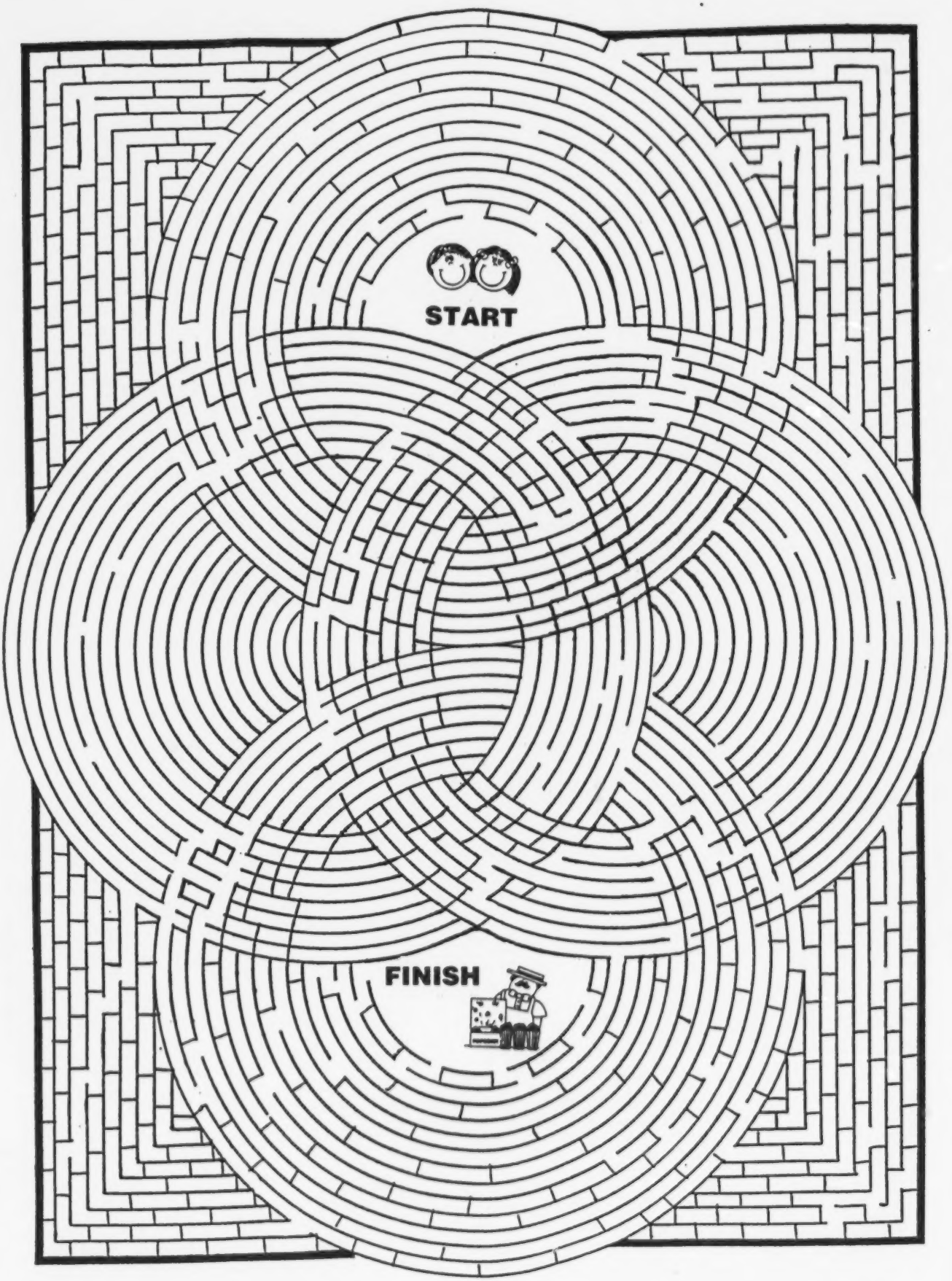
stamernigr
prazete
rocbata
ihhg reiw
ebar-ckab drier
igtht peor klawer
muhan aolncanbnl
pelthane neraitr
glejugr
rodws lowerswal
sticunsylic
snowcl
nilo matre

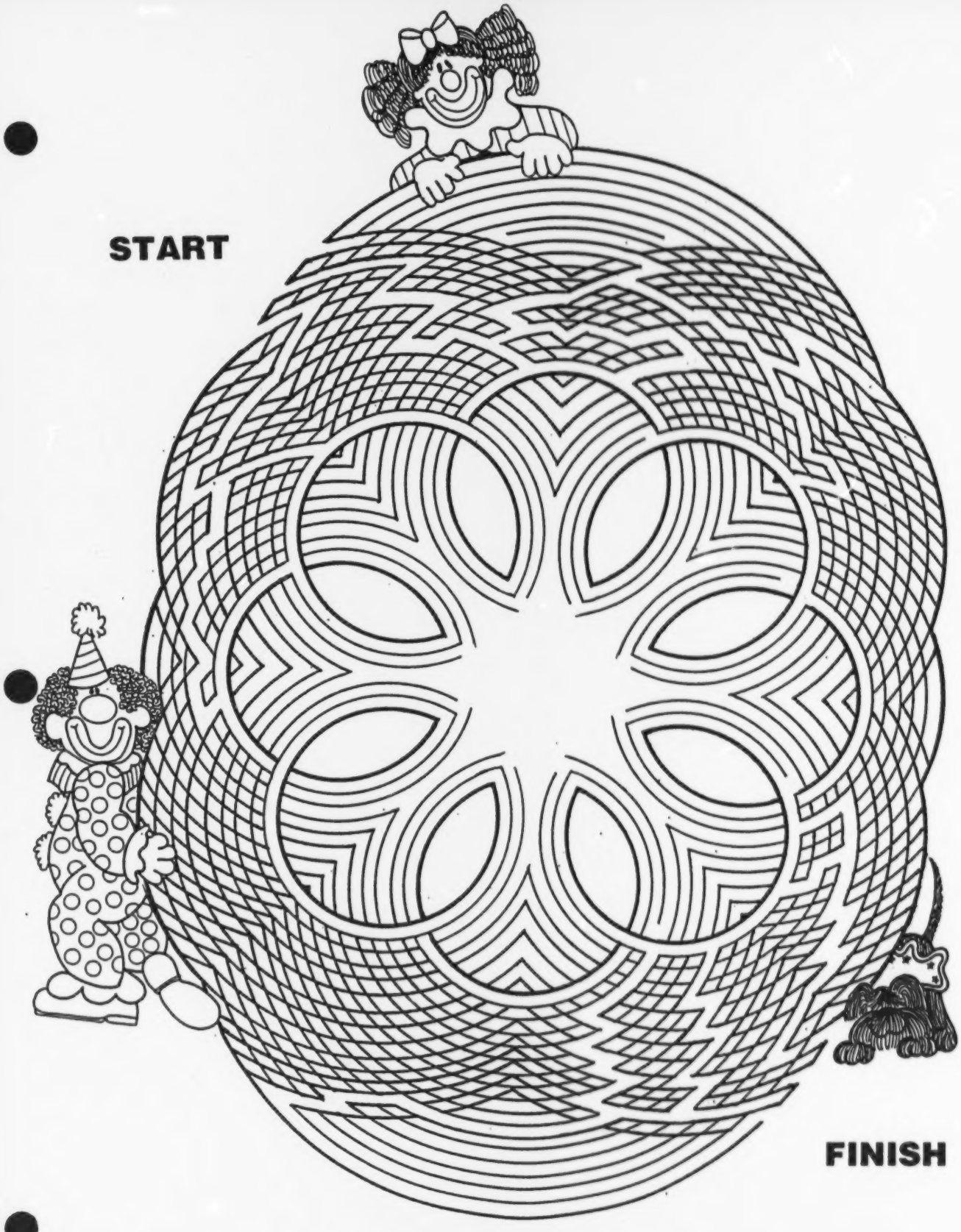
Help the conductor find his band





Help the ballerina find the stage


START
FINISH



WILL BUBBLES AND BLINKY EVER FIND FLUFFY?
SEE IF YOU CAN HELP

LET'S GO TO THE THEATER

The following words are hidden in the puzzle below. They can be found horizontally, vertically of diagonally. For books about the theater look in the 700's in your library. For plays, look in the 800's or ask the librarian.

ACTOR	WRITER	COMEDY	DRAMA
PLAY	DIRECTOR	ACTRESS	PERFORMANCE
SONGS	AUDIENCE	DANCERS	CURTAIN
STAGE	MUSICAL	APPLAUSE	

P D Q A X A P P L A U S E B
E J I D P K F O T V Q I M A
R B K R O L N U C A C T O R
F W E M E W A M U S I C A L
O D R B L C F Y O K U M R O
R A L I D O T A G P H S S W
M U I H T M W O Y I D R J L
A D A K O E S X R Z E B X C
N I C B I D R L O C W S I U
C E T A S Y H W N T Q T V R
E N R L O D N A B I O A H T
A C E U N R D R A M A G R A
D E S I G L M O Z S H E D I
O V S D S O A U L G P K V N

MAKING A MOVIE

The words on the list below are hidden in the puzzle. They can be found horizontally, vertically and diagonally. See how many you can find. For more information about actors, movies or making movies, ask your librarian.

ACTOR	ACTRESS	CAMERA	PRODUCER
SCRIPT	ACTION	EDITING	DIRECTOR
STUNTS	WRITER	LOCATION	LIGHTS
EXTRAS	SET	SOUNDTRACK	

L G S A C T I O N E X T R A S
O I H E D I T I N G I S T W O
C P G I B L O W E X C J E V Y
A L O H W N E R D A R G H E C
T S L O T C D I R E C T O R A
I A T P I S O T N S E C A M M
O E R R A C R E I P T L I G E
N S H O T S D R T N S U T U R
A C N D C Q U H E C T G N H A
W R O U L R S A G O M A D T E
O I D C B N W L C V H N O P S
S P T E S O U N D T R A C K I
S T D R E R S N A K O E S A R
E E N O A C T R E S S R T S C
A R T Y T E W H I T A H O M L

THAT'S ENTERTAINMENT

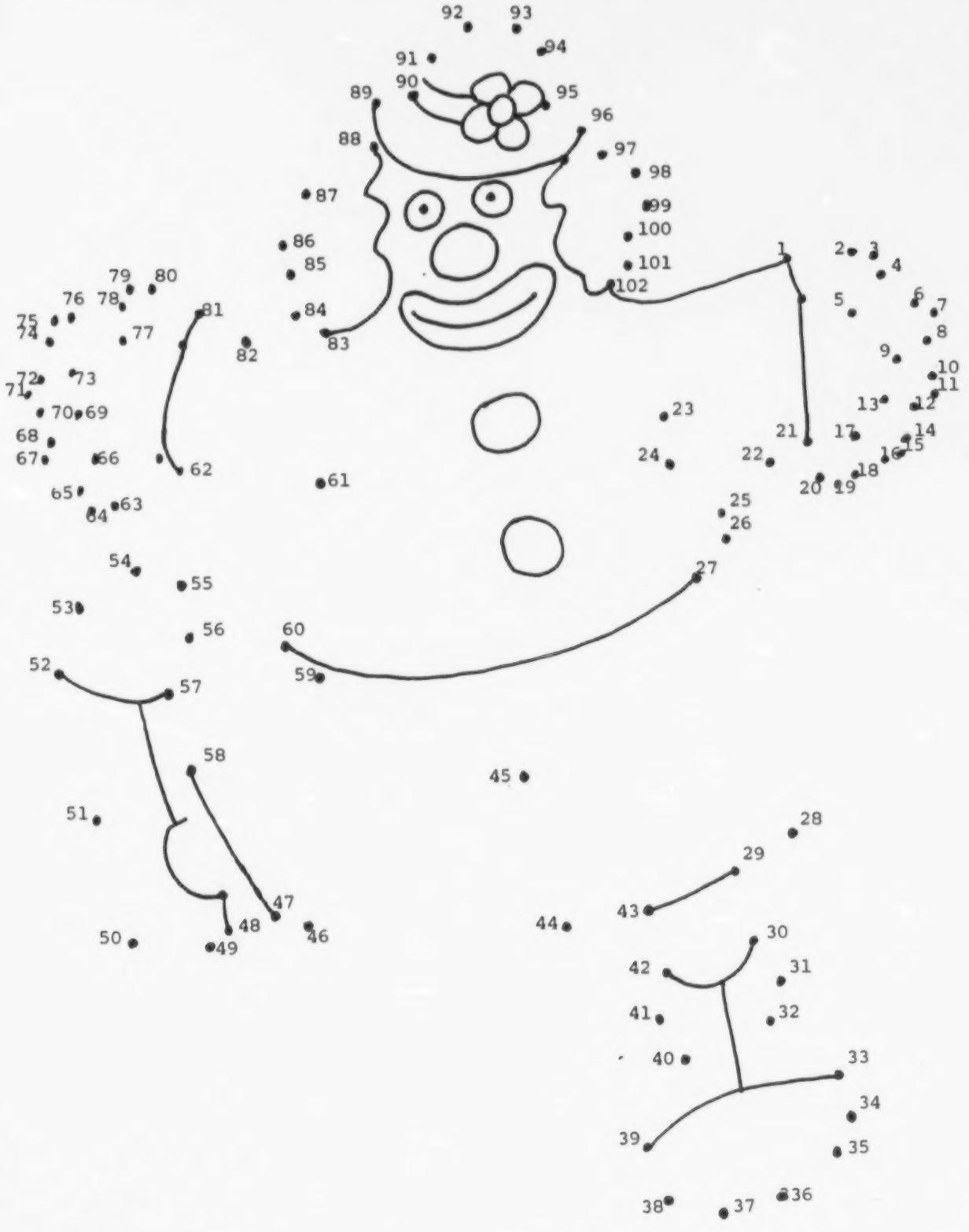
There are many different kinds on entertainment and entertainers. The words on the list below are hidden in the puzzle. They can be found horizontally, vertically and diagonally. See how many you can find. For more information about different types of entertainment, look in the 700's at your local library or ask your librarian.

MIME	JUGGLERS	MOVIES	ACROBATS
BOOKS	TELEVISION	PLAYS	CLOWNS
SONGS	MAGICIAN	PUPPETS	THEATER
DANCE	CONCERTS	STORYTELLERS	

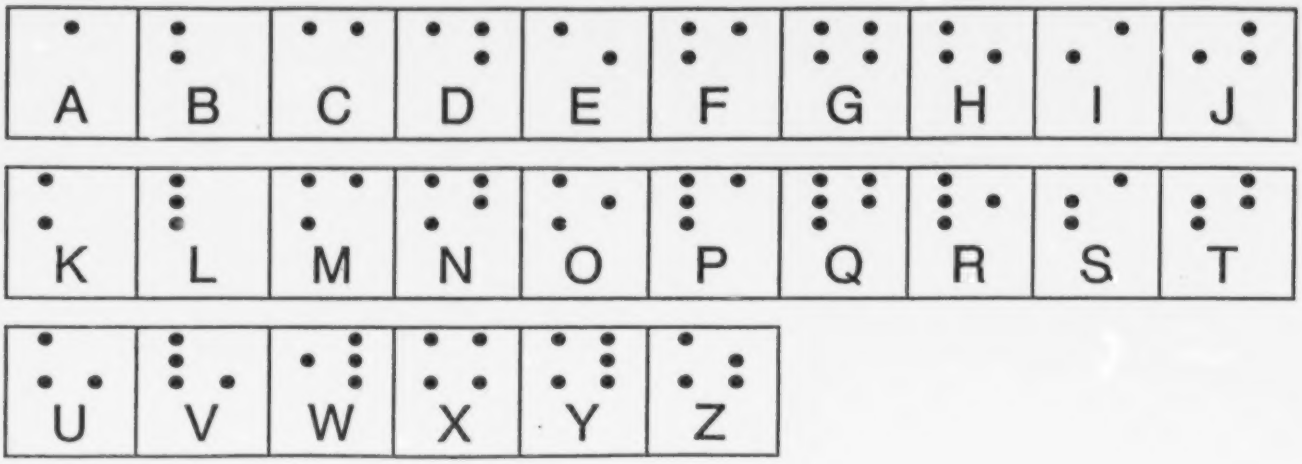
A H I S Q U V L G O X T P E D
J C S T O R Y T E L L E R S A
B O R C F I M Q S I R L A N W
N D M O T E V C O N C E R T S
O A C H B O O K S F O V A Q L
M N B G N A P R T W Y I Z P A
A C P E M C T A W H L S W L O
G E B I R I D S E Y C I E A H
I D Y T C L M O N B Z O J Y E
C A O W H E G E W X D N M S C
I C S T M O V I E S O C W A L
A S W O A C J U G G L E R S O
N X J L N A U Q R K D F O I W
A S T I B G O T H E A T E R N
I L O R H I S W P U P P E T S

READING IS MORE FUN THAN A THREE RING CIRCUS!

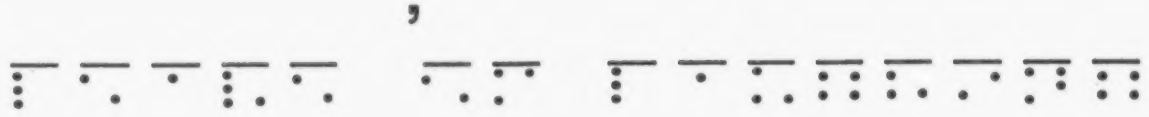
Follow the dots to outline this funny fellow, then give him some colorful clothes.



Use the Braille letter dot code to write and read these show biz sayings!



1.

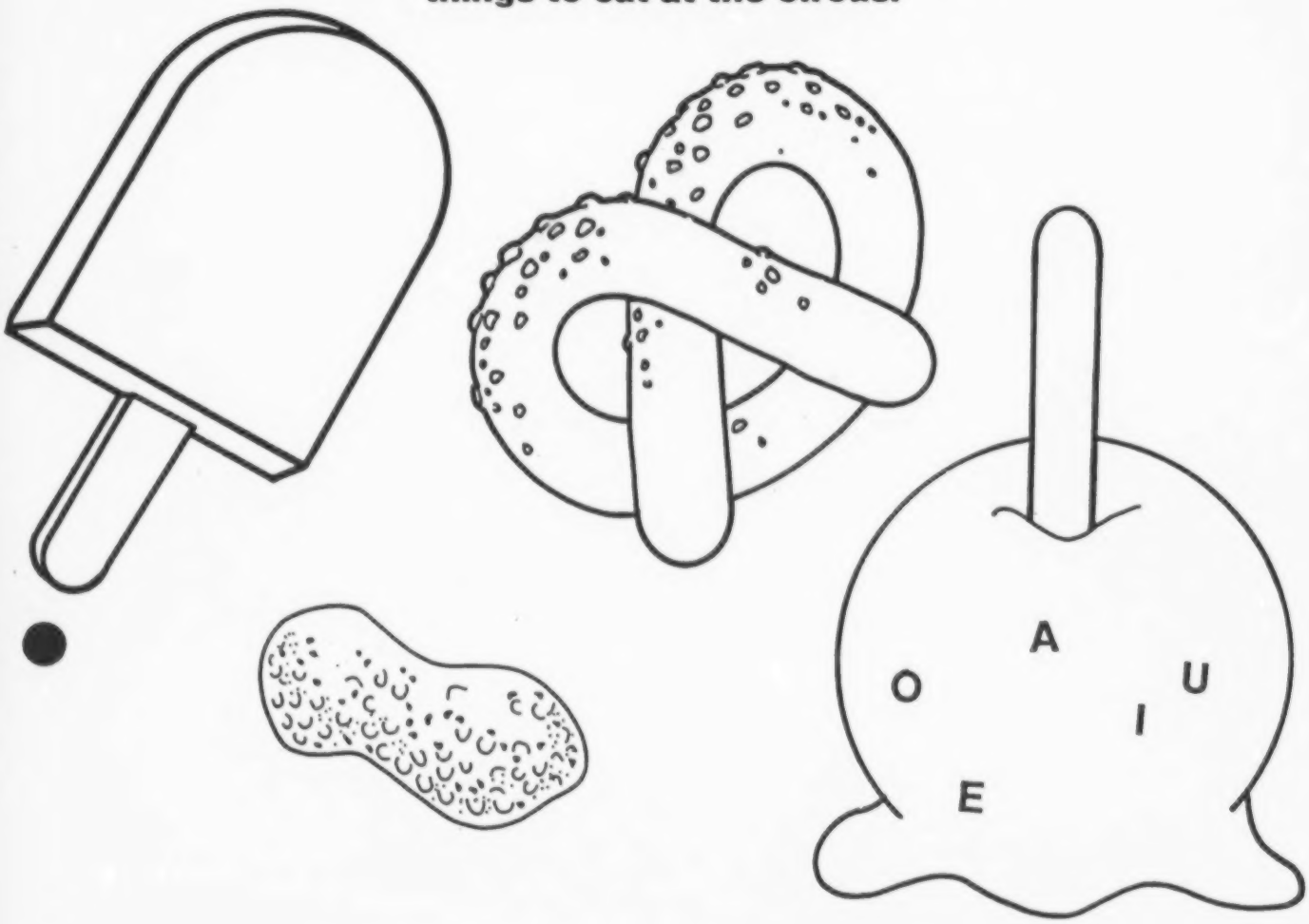
2. 

3.

Decipher the code by using the first letter of each picture to fill in the blanks.

FUN FOODS

Fill in the missing vowels to make yummy things to eat at the circus.



C _ N D Y _ P P L _ S

P _ P C _ R N

S N _ W C _ N _ S

_ C _ C R _ _ M

P R _ T Z _ L S

C _ T T _ N C _ N D Y

C _ R N D _ G S

P _ _ N _ T S

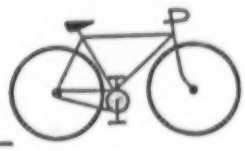
S _ D _ P _ P

GREATEST SHOW ON EARTH
Unscramble the circus words below.

SAERTGINMR	_ _ _ G _ _ _ _ _ _ _
UCCRIS	_ _ R _ _ _
NETT	_ E _ _
CGNIBLAAN	_ _ _ A _ _ _ _ _
EPZETRA	T _ _ _ _ _ _
OHESRS	_ _ _ _ E _
RNSTNDAAGD	_ _ _ _ _ S _ _ _ _
PTOGBI	_ _ _ T _ _
UMSTCSEO	_ _ S _ _ _ _ _
HGRIWEHI	_ _ _ H _ _ _ _
TBCRAOA	_ _ _ O _ _ _
WNLOCS	_ _ _ W _ _
OCRPNPO	_ O _ _ _ _ _
NTUEAPS	_ _ _ N _ _ _
NETCRE INRG	_ E _ _ _ _ _ _ _ _ _
NILMAAS	A _ _ _ _ _ _
RMERPEOFSR	_ _ R _ _ _ _ _ _
ICTRKS	T _ _ _ _ _
NTALEPEH	_ _ _ _ H _ _ _ _

CIRCUS NUMBER CODE

WRITE THE NAMES OF THE PICTURES, THEN USE THE CODE TO SOLVE THE MESSAGE



7	3	20	4

12	9	21

5	11	9	8	17	2

25	6	1	1	11	4	28

2	8	3	17	1

3	17	12	9

21	9	6	28

11	3	7	28	19	28	21

12	9

1	4	12

19

1	28	4	19	12

7	9	9	20

ON WITH THE SHOW

SEE HOW MANY OF THESE BOOKS YOU RECOGNIZE WITHOUT USING THE CODE AND THEN, USE THE CODE FOR THOSE WHICH AREN'T FAMILIAR TO YOU.

1. A doctor who speaks all the animal languages travels with a unique circus where the animals and people in the show have as much fun as the audience.

23 9 23 12 15 18 7 7 15 22 8

24 18 9 24 6 8

2. When the TV set goes on the blink, strange noises start coming from Ogden's mouth - commercials, news and lunar rockets and cans of soup start glowing on his stomach.

7 19 22 25 12 2 4 19 12 7 6 9 13 22 23

18 13 7 12 26 7 5 8 22 7

3. There's excitement and jealousy at Mark Twain Elementary when Taffy wins the part of a beautiful dying girl in a soap opera.

7 26 21 21 2 8 18 13 24 15 26 18 9

10 6 22 22 13 12 21 7 19 22 8 12 26 11 8

4. The Summer Spectacular is in trouble when Katie, the director, turns out to be Katie, the dictator, and the entire cast revolts.

16 26 7 18 22 8 7 22 26 15 8

7 19 22 8 19 12 4

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1

5. Beth has a chance to star in the school play, but her boyfriend, Keith, resents the time she must spend in rehearsals and begins to date one of her best friends.

11 15 26 2 18 13 20 7 19 22 11 26 9 7

6. Everyone loves to hear Andrew play rock 'n roll and ballads on the piano, that is everyone but Andrew's father who wishes he were more like his brother, a star athlete.

21 18 21 7 19 20 9 26 23 22 21 15 12 11 ?

7. Shy overweight Toni, a fourth grader, loses her feelings of clumsiness and self-consciousness with success in her first horse show.

8 7 26 9

8. Reesa's essay on America is chosen to represent her junior high, but she is not sure how she wil ever read it aloud to 500 people when she has always found it difficult to face her classroom of 29 students.

4 19 26 9 23 12 2 12 6 23 12 4 19 22 13

2 12 6 9 14 12 6 7 19 4 12 13 7

12 11 22 13 ?

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1

9. The Herdmans, an unruly, untidy bunch have never heard the Christmas story, but decide to invade and join the annual Christmas pageant with some hilarious and touching results.

7 19 22 25 22 8 7 24 19 9 18 8 7 14 26 8

11 26 20 22 26 13 7 22 5 22 9

10. The Winter children are sent to California to live with an aunt during tough times in London. Once there. the talented Rachel and Tim dream of stardom, but surprisingly, it is Jane, the plain one in the family who is picked for the lead part in *The Secret Garden.*

14 12 5 18 22 8 19 12 22 8

11. At a slumber party the Sleepover Friends hear about the video contest; a chance to win a real part in a rock video.

8 7 26 9 9 18 13 20 8 7 22 11 19 26 13 18 22

12. The 28 girls from the Good Day Home receive tickets to see a traveling circus and decide to plan their own Good Day Gold Star Three-Ring Circus in their back yard.

14 18 8 8 16 13 12 4 18 7 26 15 15 26 13 23

7 19 22 7 19 9 22 22 9 18 13 20 24 18 9 24 6 8

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1

13. At camp, the girls are preparing for Field Day with the boy's camp across the river. The girls will make costumes for their horses and themselves and will parade before the judges.

20 12 12 23 8 11 12 9 7 8

14. All for the sake of making it into the *Guiness Book of Records,* Kate will be the only kid ever beheaded in a public library.

7 19 22 19 18 20 19 22 8 7 19 18 7

15. Randy's friend , Spike, lets her help him out at the Senior High School Radio Station and then has the problem of coping with all the attention that comes with being an overnight sensation.

12 13 7 19 22 26 18 9

16. Bradley Junior High is putting on a musical production and Sabrina is convinced that she would be perfect for the lead, but the part may be given to Stacy the Great who is also trying out.

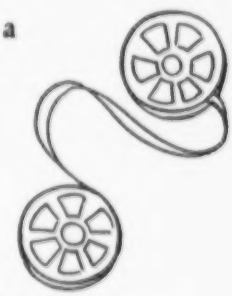
8 7 22 26 15 18 13 20 7 19 22 8 19 12 4

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1

17. Anna Glory, a monotone, feels like a misfit in a family that excludes her her from their rehearsals and performances as "The Glory Gospel Singers".

7 19 22 20 15 12 9 2 20 18 9 15

18. Real movie makers from California take over Apple Park to film a horror movie and Carrie van de Hopper gets a small part.

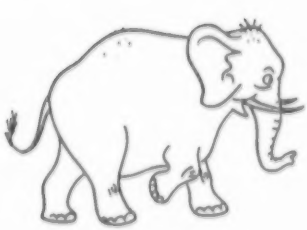


14 12 5 18 22 14 26 23 13 22 8 8

19. Stevie, Carole and Lisa attend the American Horse Show in New York City. Besides the excitement of being invited backstage at the show, they have an encounter where Lisa comes across a rider in distress in Central Park who turns out to be her favorite teen heart throb, Skye Ransom, practicing for a scene in his new movie. The Saddle Club is challenged to teach Skye to ride before his film begins to shoot.

19 12 9 8 22 8 19 12 4

20. Sad that she is the smallest member of an elephant family, Isabelle finds her size is to her advantage when asked to perform in a circus.



25 26 25 26 9 8 15 18 7 7 15 22

24 18 9 24 6 8 8 7 26 9

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1

BIG-TOP DAYS

MATCH THESE DEFINITIONS WITH THE CIRCUS TERMS BELOW:

1. Muscular men who drove and pulled tent stakes and were guards when the big-top was in place.

   _____

2. A performing clown.

   _____ _____

3. A circus arena for performing horses.

   _____

4. Someone who sells candy, peanuts, pop corn and hot dogs by shouting to those seated in the circus.

   _____ _____

5. Sleepy circus performers who arrive at the tent at the last minute.

   _____

6. A man, who could also be called a "barker" or a "pitchman", who stands outside the tent shouting information about the various acts and who tries to persuade people to buy tickets.

   _____

7. A steel drum used to burn oil and rags in order to see when loading or unloading in the dark.

   _____

8. A man who managed the horses and other strong animals that helped when moving the circus.

   _____

9. Thick skinned animals including elephants and hippos.

   _____

10. Someone who performs with or on a horse.

    _____

CANVASMEN CANDY BUTCHER CIRCUS JOEY CLINKERS SPIELER
EQUESTRIAN FLAREPOT HIPPODROME HOSTLER PACHYDERMS

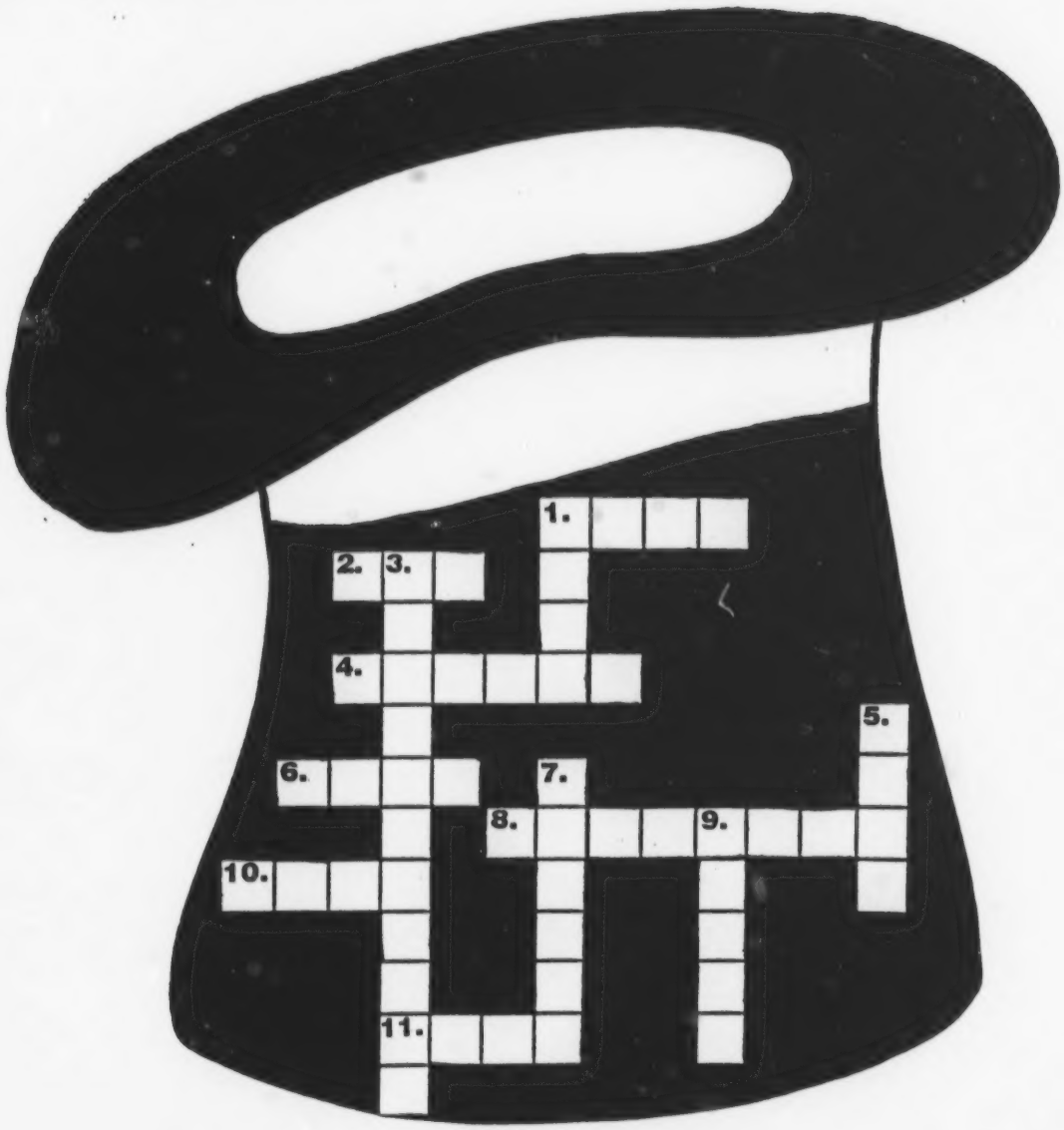
At the Magic Show

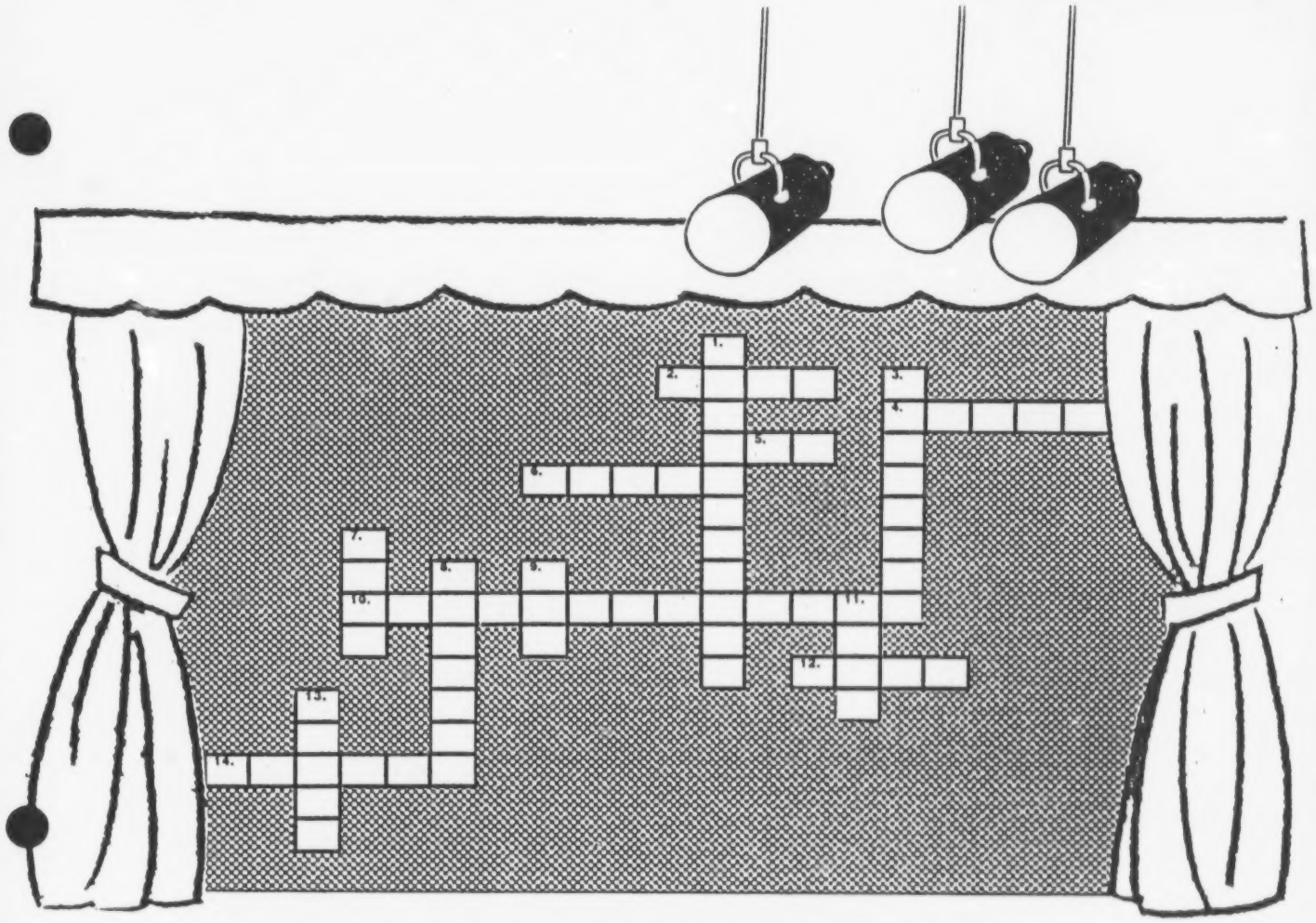
Across

A coin in a pocket becomes a white _ _ _ _.
2. Reach into the magic _ _ _ and pull out a rabbit.
4. Ready, _ _ _ _ _ _ chango!
6. Shuffle the _ _ _ _ of cards for this trick.
8. Some tricks are an optical _ _ _ _ _ _ _ _ _.
10. The _ _ _ _ is quicker than the eye.
11. Many tricks use a coil of _ _ _ _.

Down

1. An act may require a sprinkle of magical _ _ _ _.
3. Repeat the magic word "_ _ _ _ _ _ _ _ _ _ _ _."
5. A magic _ _ _ _ is waved by a magician.
7. "Nothing up my _ _ _ _ _ _."
9. A colored _ _ _ _ _ can change into flowers.

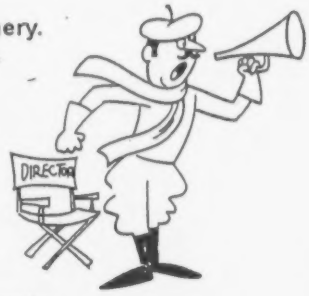




THEATER TERMS CROSSWORD PUZZLE

ACROSS

2. A light wooden frame covered with canvas or fabric for scenery.
4. A form of theater originating in Italy where the story is sung.
5. The surroundings or scenery in which a play takes place.
10. In Ancient Rome, large round or oval theaters with tiers of raised seats surrounding an open arena used for gladiators.
12. The story of a play or the order of the scenes in a play.
14. A company of actors.



DOWN

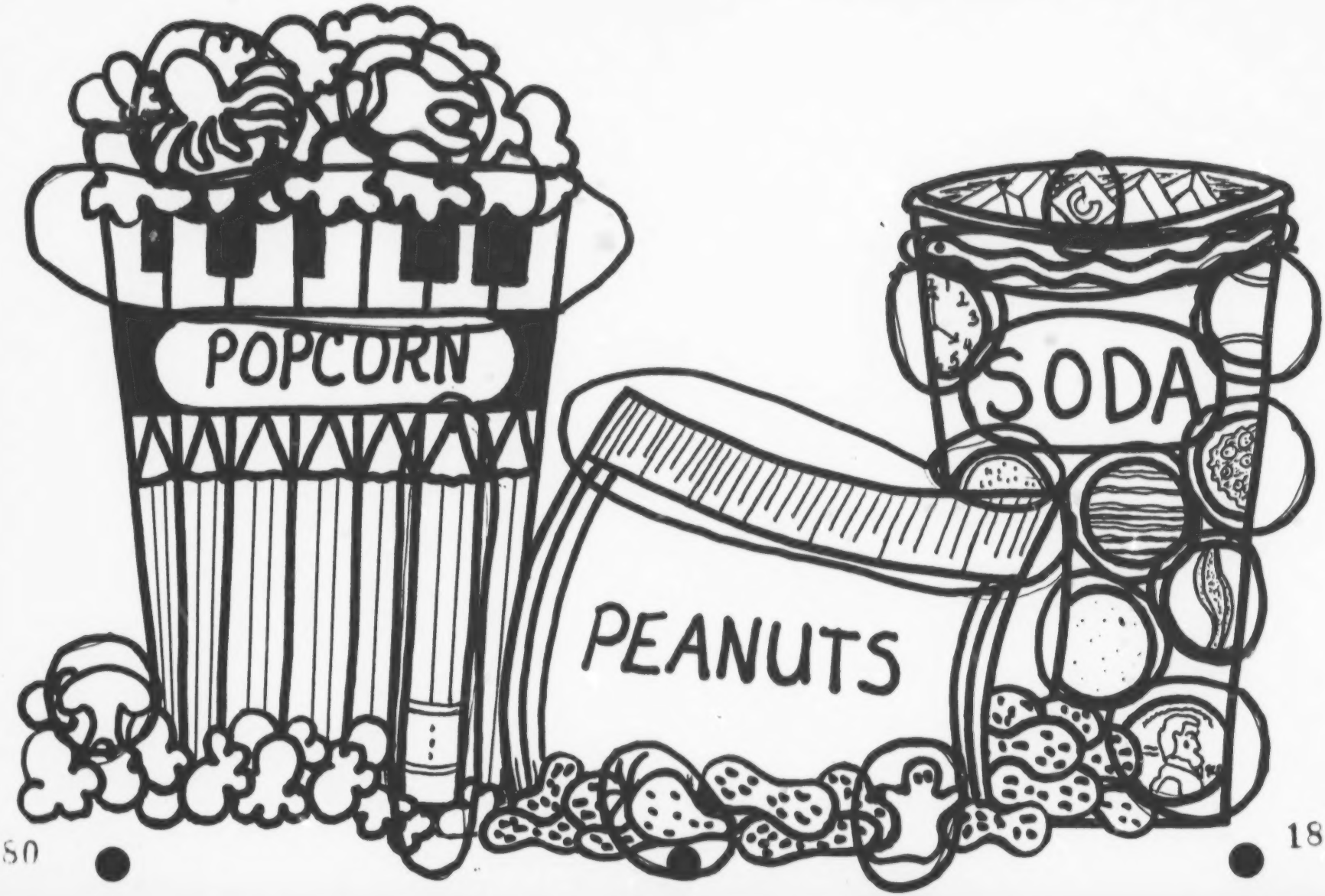
1. A play written to be read, not staged.
3. Plays that are humorous and/or usually end happily.
7. The most important or famous actor or actress in a play or movie.
8. The rear of the stage. In the Italian Renaissance the stage floor was at an angle and the rear of the stage was higher than the front; also, an expression meaning "to steal the show".
9. In Shakespearean theater, a short music and dance piece that ended most plays.
11. A performer's part in a play or movie.
13. Also called properties - items other than costumes and scenery used onstage.

CHOOSE FROM THE FOLLOWING TERMS:

Star Comedies Opera Flat Closet Drama Jig Role
Troupe Set Amphitheater Props Upstage Plot Farce

BEST COPY AVAILABLE

Find the eighteen objects listed below:
A baseball, block, clock, ghost, marble, mushroom, octopus, orange, pencil, penny, piano keys, pizza, planet, ruler, snake, strawberry, tooth, and a watermelon slice.



CIRCUS WORD SCRAMBLE

UNSCRAMBLE THE WORDS THEN DRAW A LINE TO THE MATCHING PICTURE

gbi tpo
big top

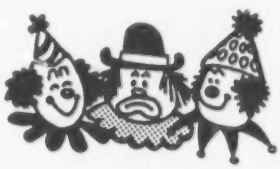
sclnow
clowns

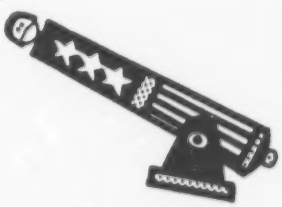
grin stamer
ring master

prooncp
popcorn

unmah aabcllnno
human cannonball

stuneap
peanuts

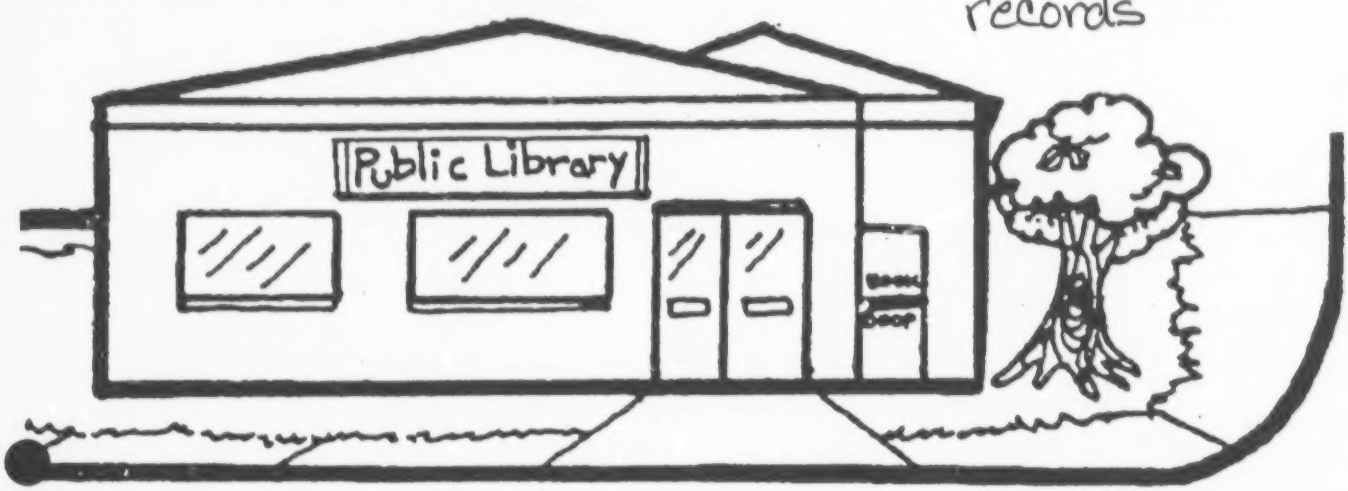


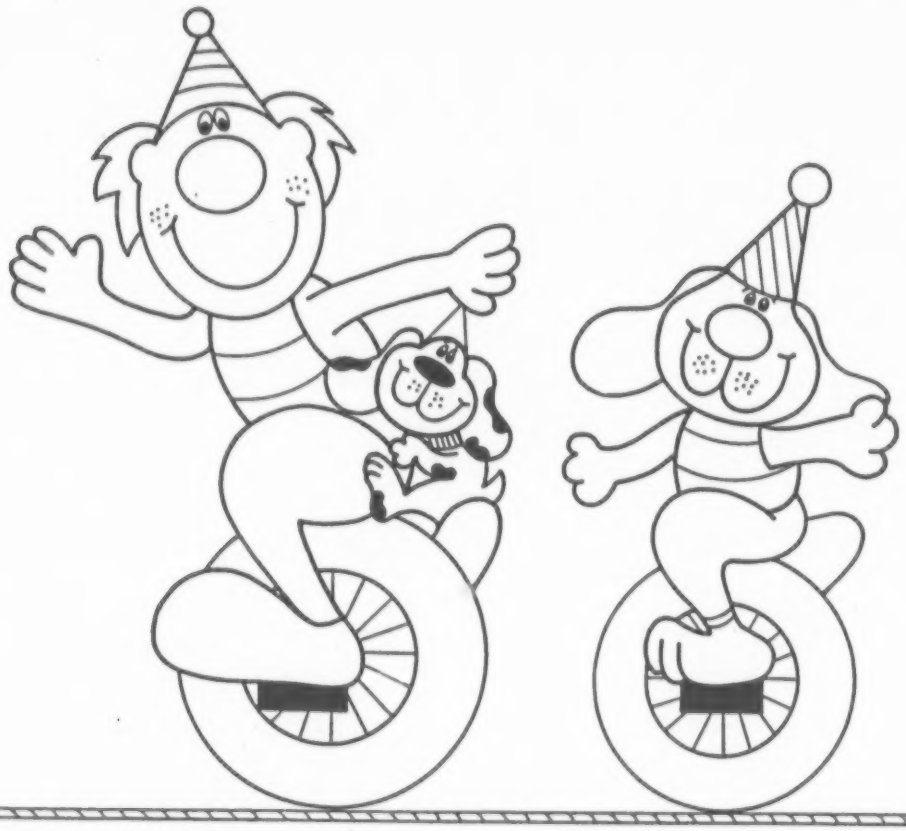


YOU'LL FIND IT AT THE LIBRARY

Use the definitions to unscramble the words below.

1. **Characters in a play who are moved by hand.** puppets **ppepust**
2. **A person who shares a tale with an audience.** storyteller **ryeltsortelr**
3. **Volumes of printed material.** Books **sokob**
4. **A building which contains reading material.** Library **brirlay**
5. **A publication that is issued periodically.** magazine **aginzmea**
6. **Mechanical devices capable of processing information at a high rate of speed.** computers **stupermoc**
7. **A series of pictures photographed in motion.** movie **emivo**
8. **A competition for a prize.** contest **tonstec**
9. **A person trained in library service.** Librarian **anirlirab**
10. **A daily or weekly publication containing current issues.** newspaper **prepawnse**
11. **A disk which reproduces sounds mechanically.** records **croders**

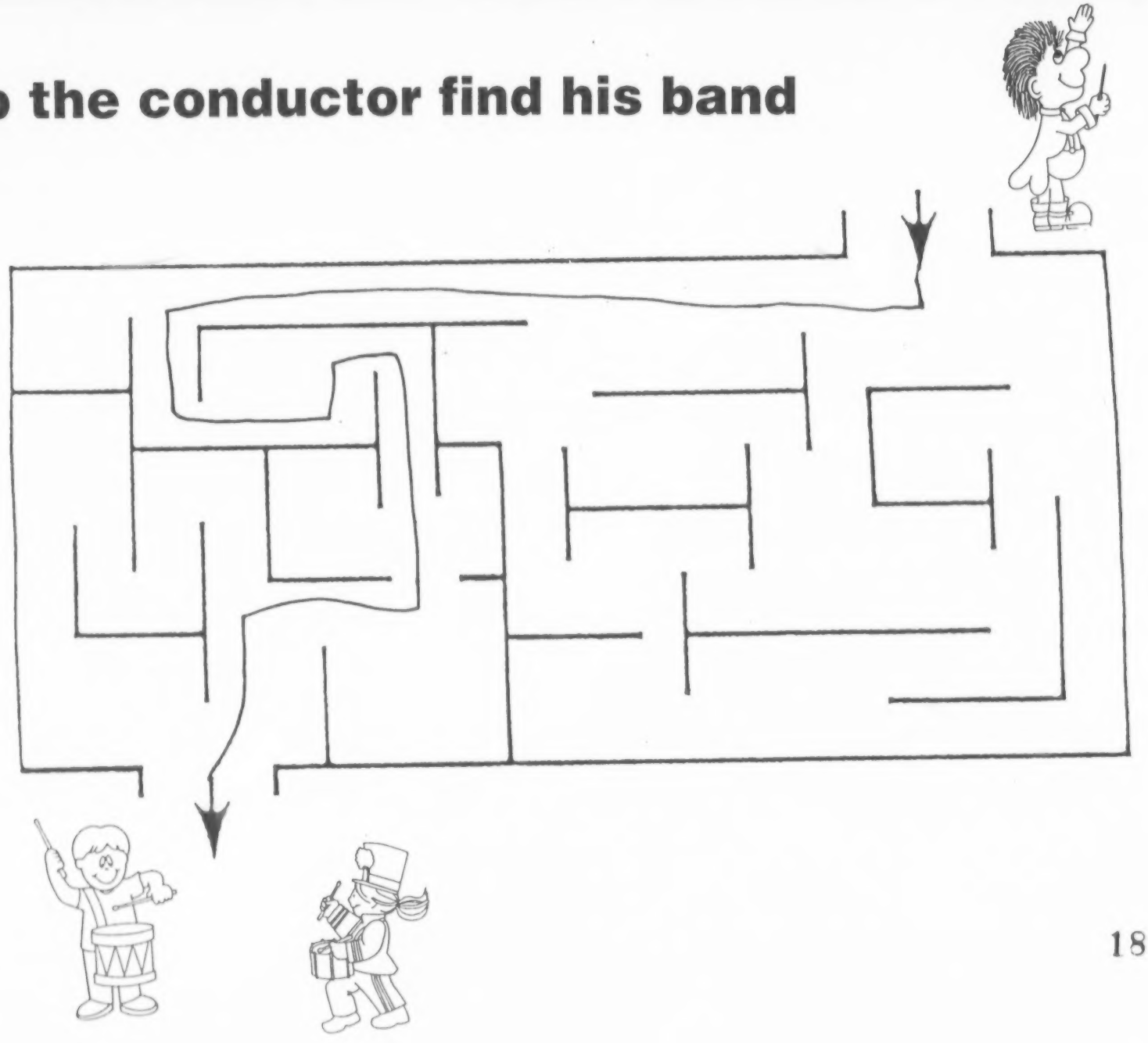




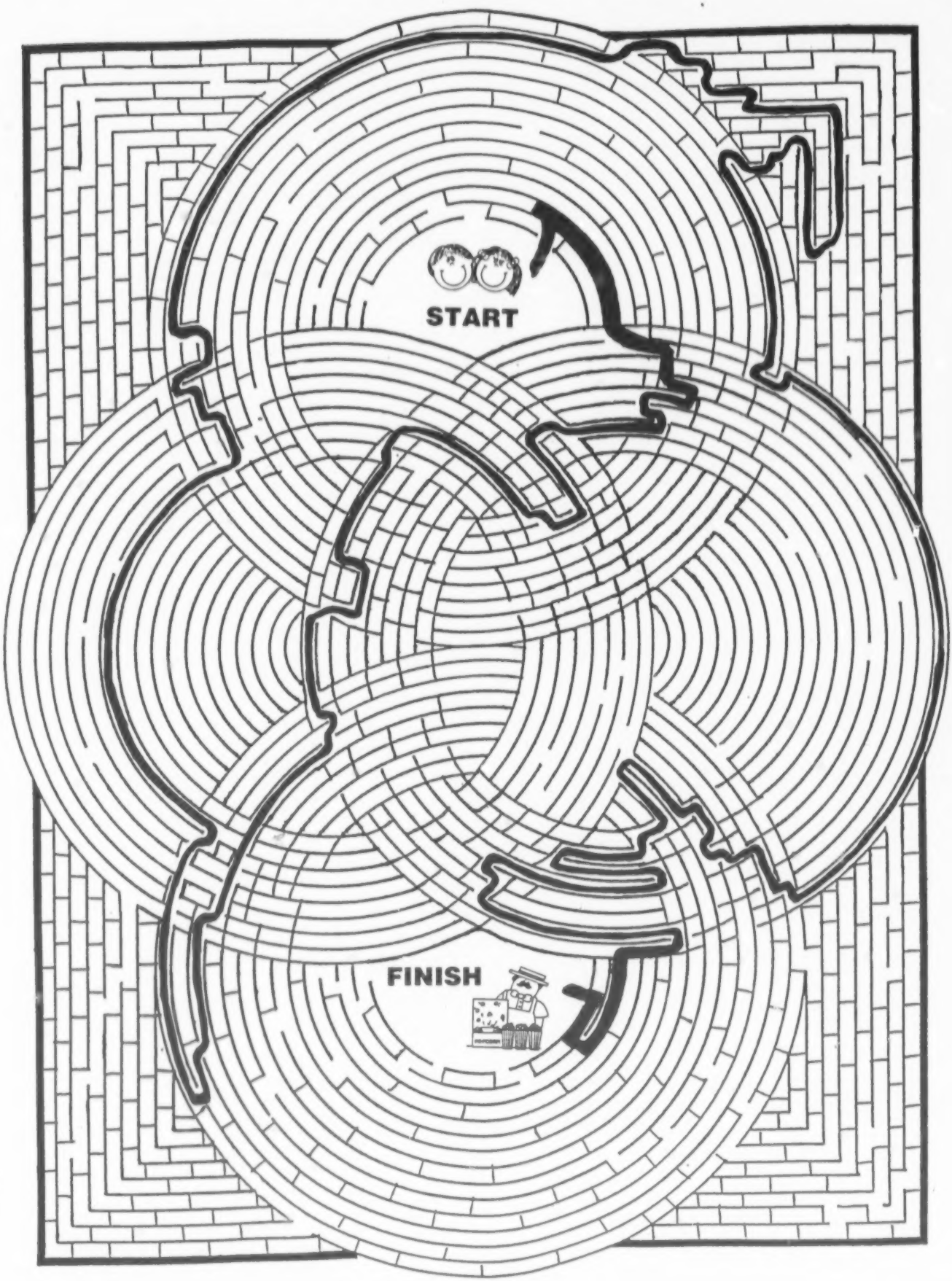
Unscramble the words to name the Circus Performers.

stamernigr ringmaster
prazete trapeze
rocbata acrobat
ihhg reiw High wire
ebar-ckab drier Bare-back rider
igtht peor klawer Tight rope walker
muhan aolncanbnl Human cannonball
pelthane neraitr Elephant trainer
glejugr juggler
rodws lowerswal sword swallower
sticunsylic unicyclists
snowcl clowns
nilo matre Lion Tamer

Help the conductor find his band



Help the ballerina find the stage


START
FINISH

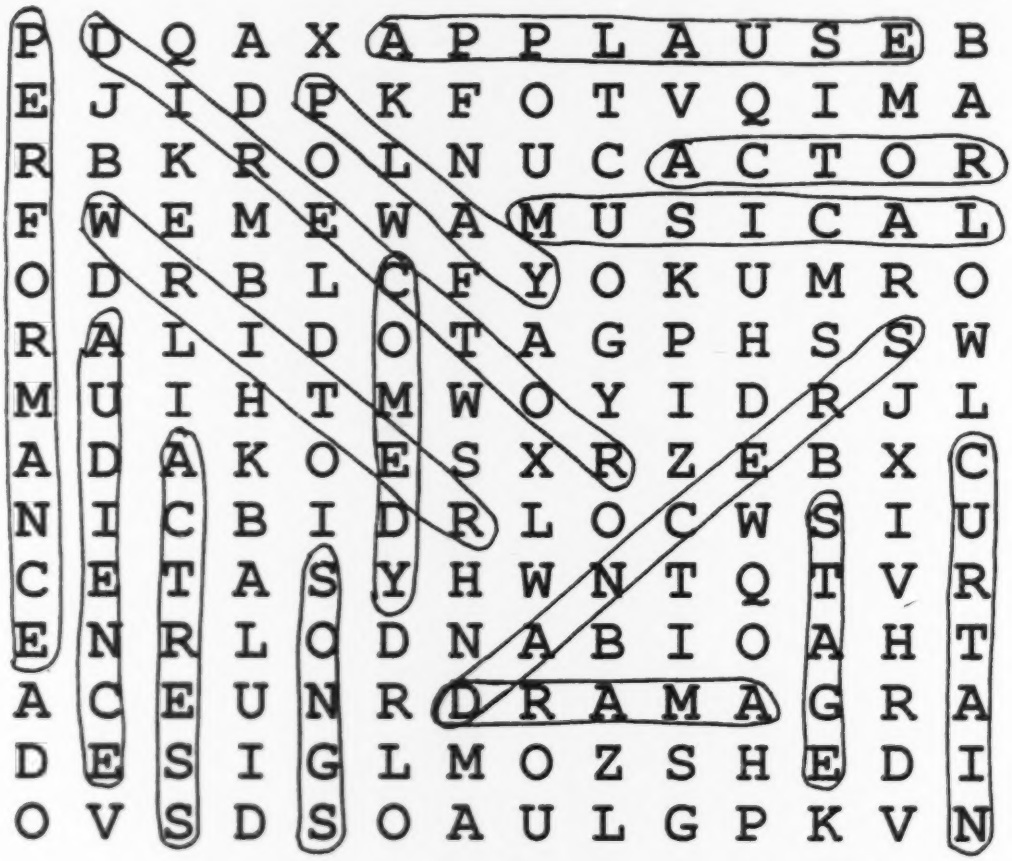
WILL BUBBLES AND BLINKY EVER FIND FLUFFY?
SEE IF YOU CAN HELP

BEST COPY AVAILABLE

LET'S GO TO THE THEATER

The following words are hidden in the puzzle below. They can be found horizontally, vertically of diagonally. For books about the theater look in the 700's in your library. For plays, look in the 800's or ask the librarian.

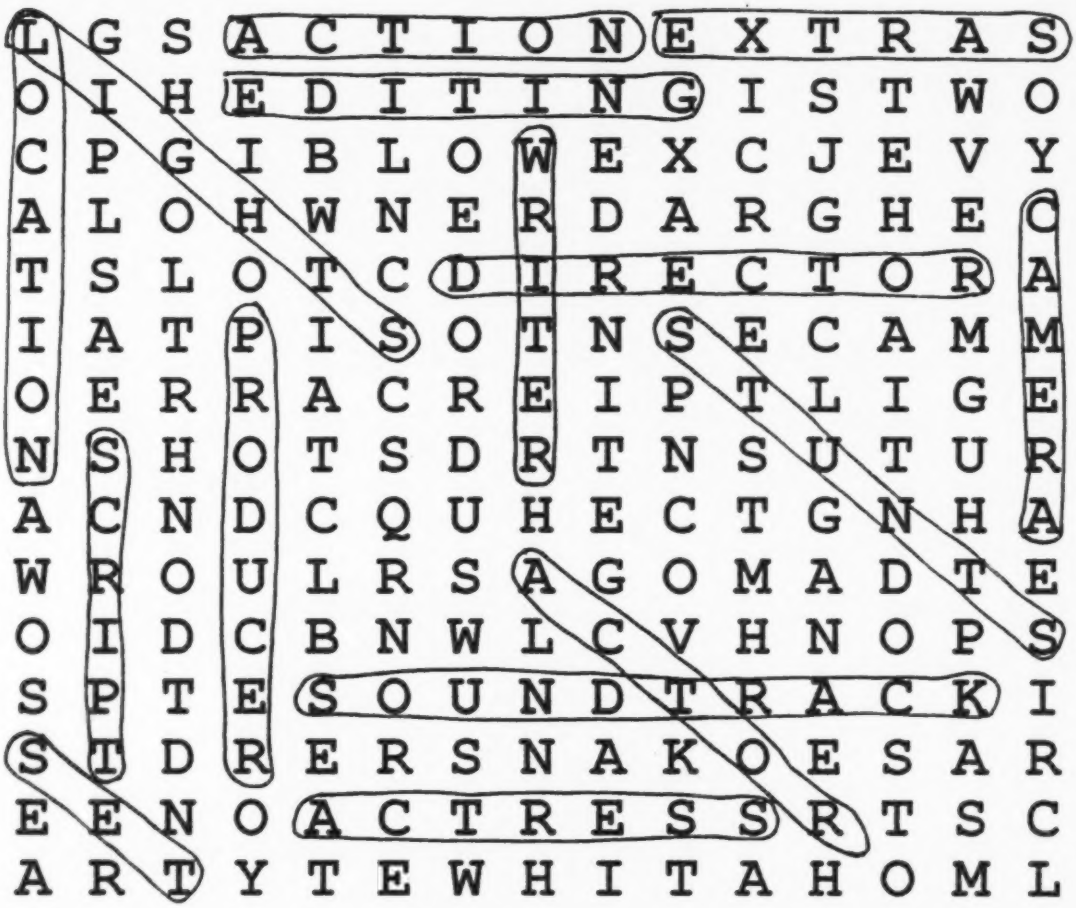
ACTOR	WRITER	COMEDY	DRAMA
PLAY	DIRECTOR	ACTRESS	PERFORMANCE
SONGS	AUDIENCE	DANCERS	CURTAIN
STAGE	MUSICAL	APPLAUSE	


P D Q A X A P P L A U S E B
E J I D P K F O T V Q I M A
R B K R O L N U C A C T O R
F W E M E W A M U S I C A L
O D R B L C F Y O K U M R O
R A L I D O T A G P H S S W
M U I H T M W O Y I D R J L
A D A K O E S X R Z E B X C
N I C B I D R L O C W S I U
C E T A S Y H W N T Q T V R
E N R L O D N A B I O A H T
A C E U N R D R A M A G R A
D E S I G L M O Z S H E D I
O V S D S O A U L G P K V N

MAKING A MOVIE

The words on the list below are hidden in the puzzle. They can be found horizontally, vertically and diagonally. See how many you can find. For more information about actors, movies or making movies, ask your librarian.

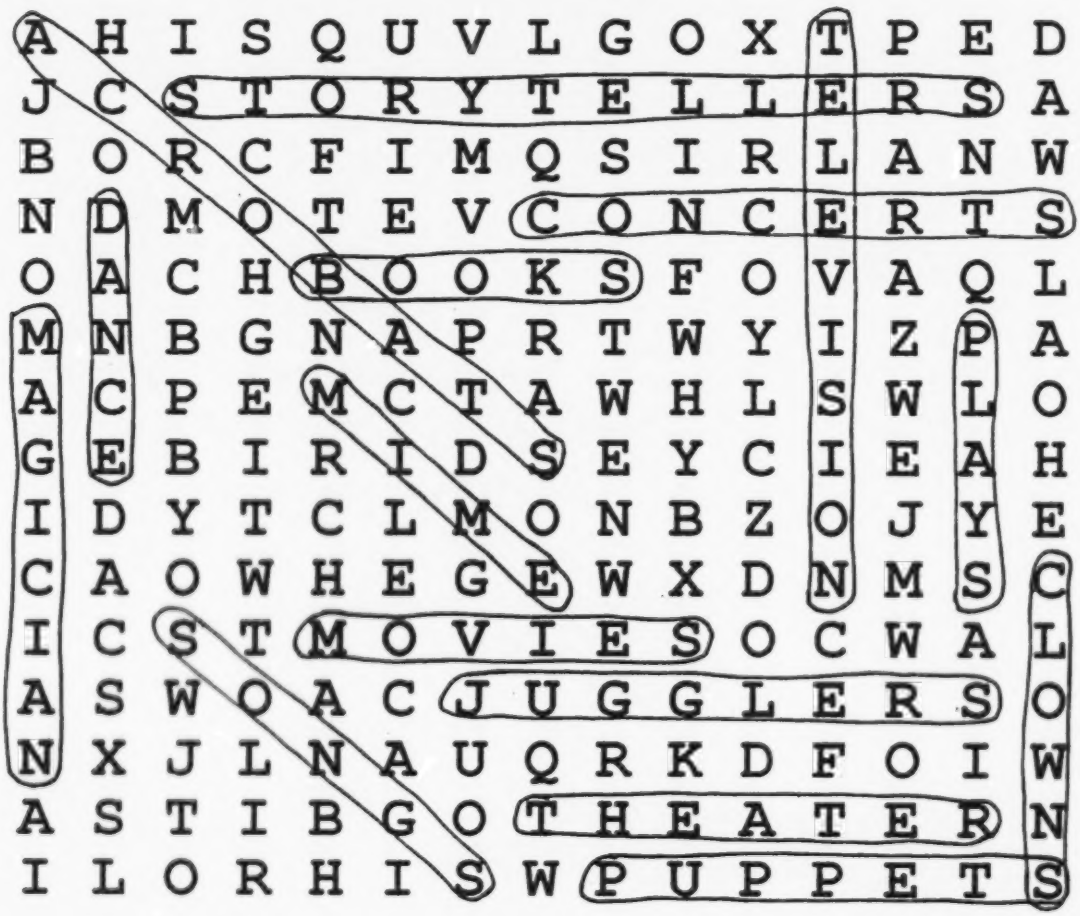
ACTOR	ACTRESS	CAMERA	PRODUCER
SCRIPT	ACTION	EDITING	DIRECTOR
STUNTS	WRITER	LOCATION	LIGHTS
EXTRAS	SET	SOUNDTRACK	


L G S A C T I O N E X T R A S
O I H E D I T I N G I S T W O
C P G I B L O W E X C J E V Y
A L O H W N E R D A R G H E C
T S L O T C D I R E C T O R A
I A T P I S O T N S E C A M M
O E R R A C R E I P T L I G E
N S H O T S D R T N S U T U R
A C N D C Q U H E C T G N H A
W R O U L R S A G O M A D T E
O I D C B N W L C V H N O P S
S P T E S O U N D T R A C K I
S T D R E R S N A K O E S A R
E E N O A C T R E S S R T S C
A R T Y T E W H I T A H O M L

THAT'S ENTERTAINMENT

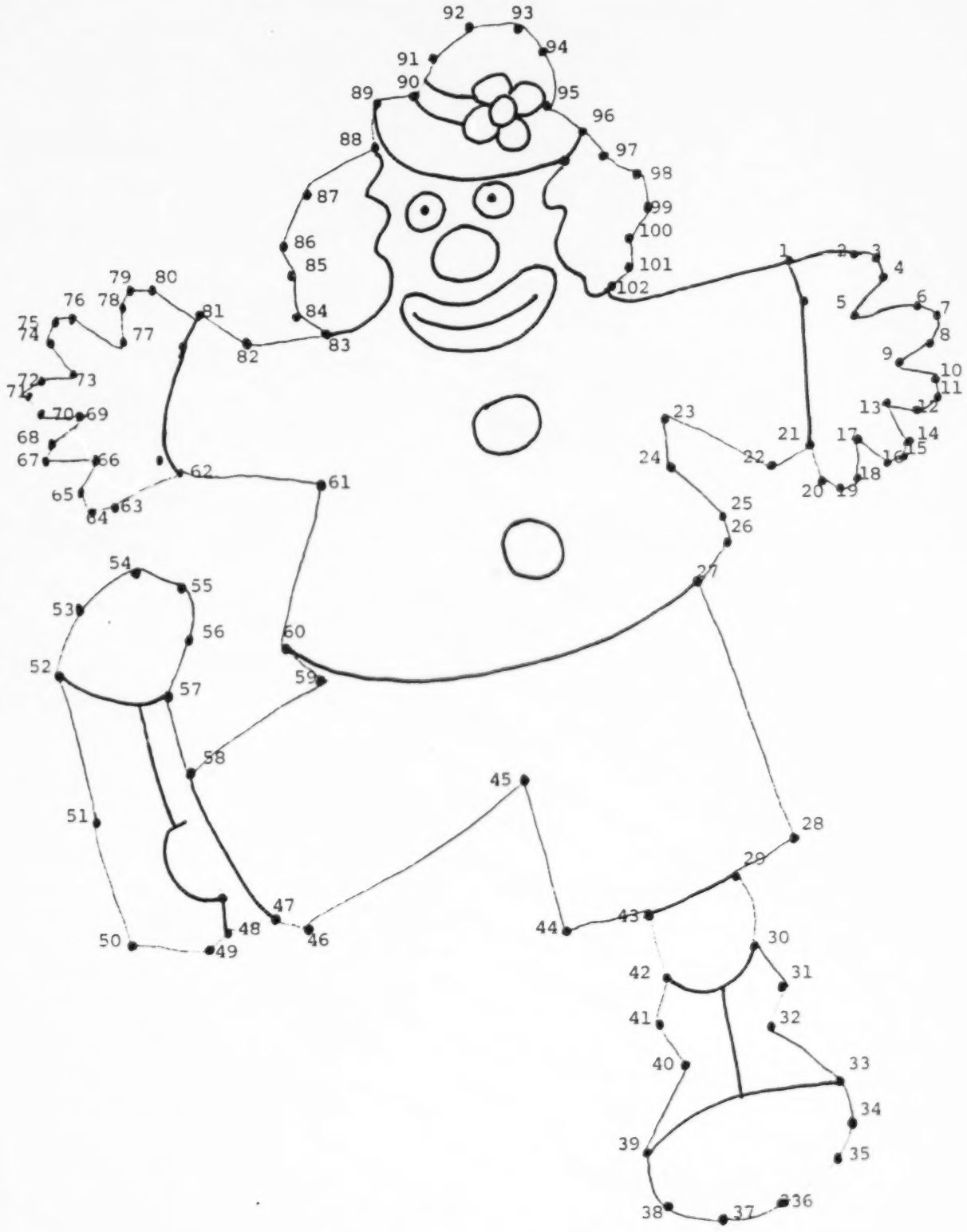
There are many different kinds on entertainment and entertainers. The words on the list below are hidden in the puzzle. They can be found horizontally, vertically and diagonally. See how many you can find. For more information about different types of entertainment, look in the 700's at your local library or ask your librarian.

MIME	JUGGLERS	MOVIES	ACROBATS
BOOKS	TELEVISION	PLAYS	CLOWNS
SONGS	MAGICIAN	PUPPETS	THEATER
DANCE	CONCERTS	STORYTELLERS	


A H I S Q U V L G O X T P E D
J C S T O R Y T E L L E R S A
B O R C F I M Q S I R L A N W
N D M O T E V C O N C E R T S
O A C H B O O K S F O V A Q L
M N B G N A P R T W Y I Z P A
A C P E M C T A W H L S W L O
G E B I R I D S E Y C I E A H
I D Y T C L M O N B Z O J Y E
C A O W H E G E W X D N M S C
I C S T M O V I E S O C W A L
A S W O A C J U G G L E R S O
N X J L N A U Q R K D F O I W
A S T I B G O T H E A T E R N
I L O R H I S W P U P P E T S

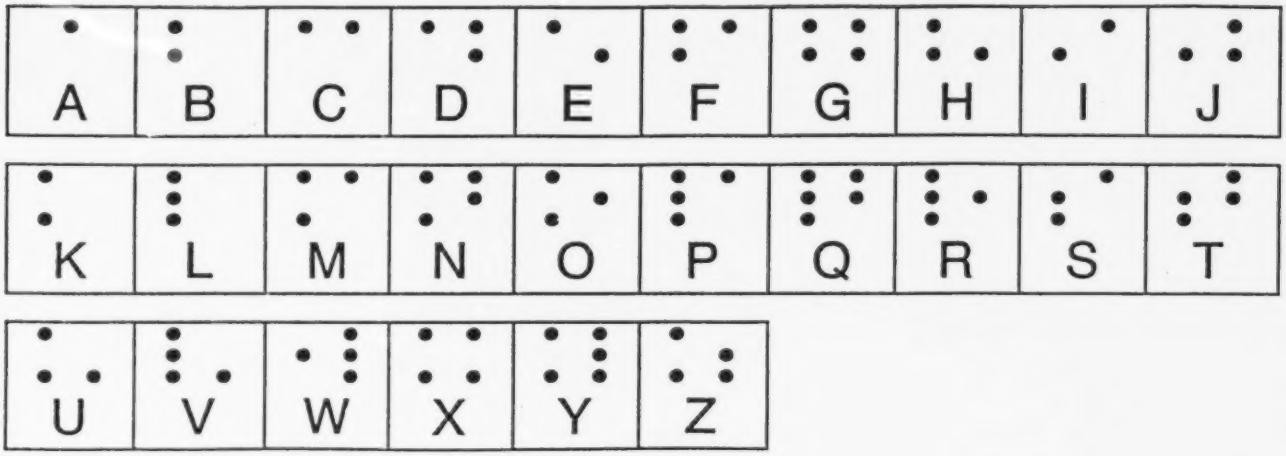
READING IS MORE FUN THAN A THREE RING CIRCUS!

Follow the dots to outline this funny fellow, then give him some colorful clothes.



BEST COPY AVAILABLE

Use the Braille letter dot code to write and read these show biz sayings!



1. BREAK A LEG

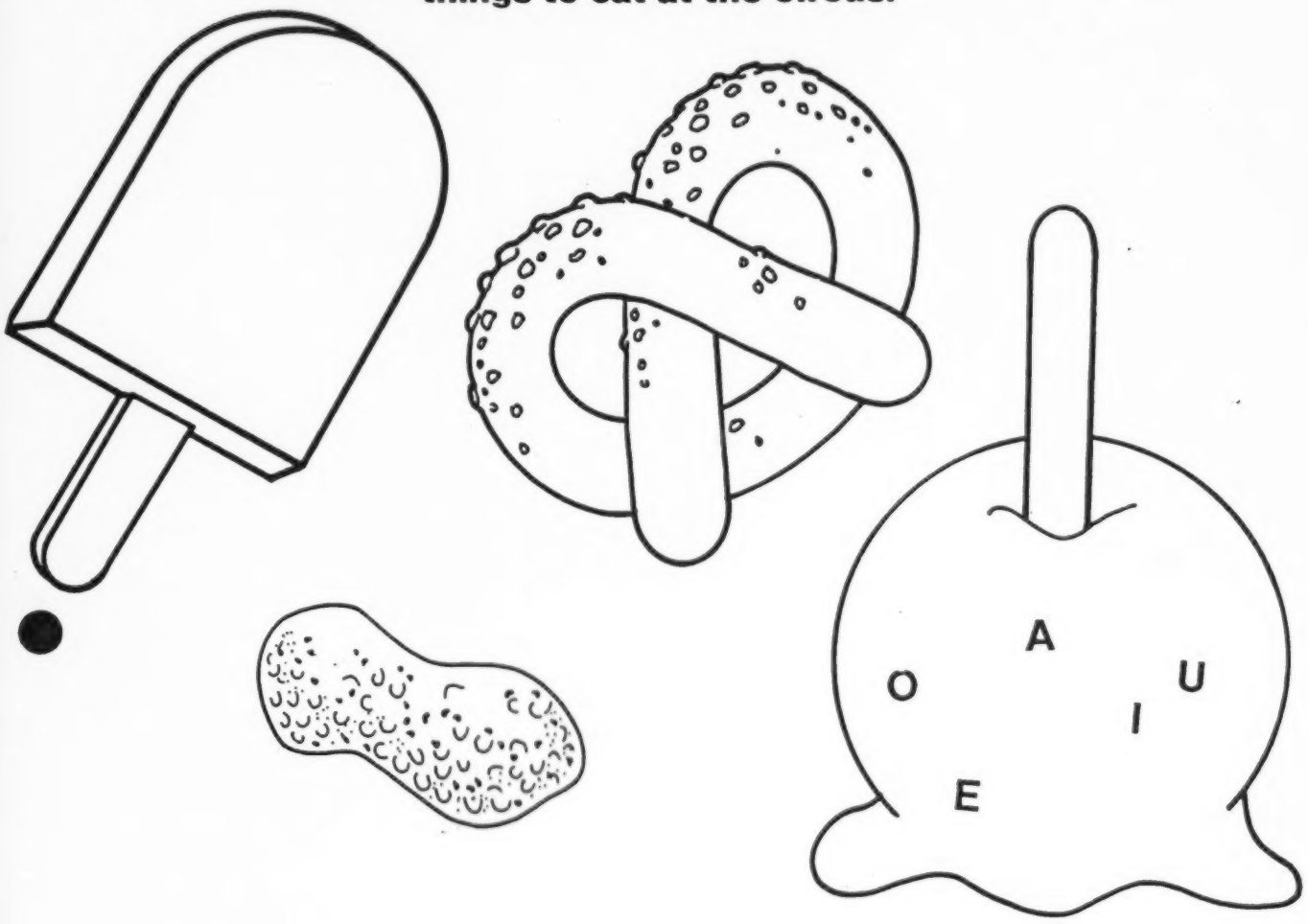
2. LEAVE 'EM LAUGHING

3. ON WITH THE SHOW

Decipher the code by using the first letter of each picture to fill in the blanks.

FUN FOODS

Fill in the missing vowels to make yummy things to eat at the circus.



C_A_NDY _A_PPL_E_S

P_O_P C_O_RN

S N_O_W C_O_N_E_S

_I_C_E_ CR_E_A_M_

PR_E_TZ_E_LS

C_O_TT_O_N C_A_NDY

C_O_RN D_O_GS

P_E_A_N_U_T_S

S_O_D_A_ P_O_P

GREATEST SHOW ON EARTH
Unscramble the circus words below.

SAERTGINMR	RINGMASTER
UCCRIS	CIRCUS
NETT	TENT
CGNIBLAAN	BALANCING
EPZETRA	TRAPEZE
OHESRS	HORSES
RNSTNDAAGD	GRANDSTAND
PTOGBI	BIGTOP
UMSTCSEO	COSTUMES
HGRIWEHI	HIGHWIRE
TBCRAOA	ACROBAT
WNLOCS	CLOWNS
OCRPNPO	POPCORN
NTUEAPS	PEANUTS
NETCRE INRG	CENTER RING
NILMAAS	ANIMALS
RMERPEOFSR	PERFORMERS
ICTRKS	TRICKS
NTALEPEH	ELEPHANTS

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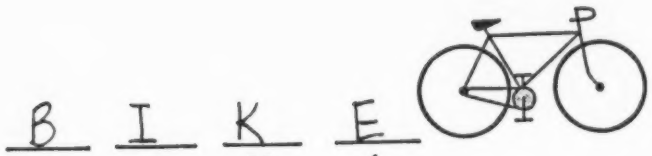
CIRCUS NUMBER CODE

WRITE THE NAMES OF THE PICTURES, THEN USE THE CODE TO SOLVE THE MESSAGE



B	I	K	E
7	3	20	4

T	O	Y
12	9	21

C	L	O	W	N	S
5	11	9	8	17	2

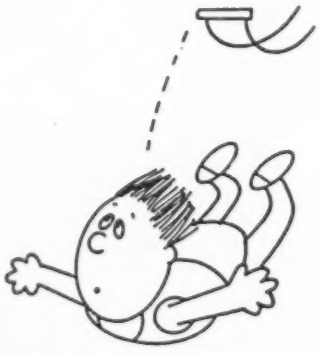
J	U	G	G	L	E	R
25	6	1	1	11	4	28

S	W	I	N	G		I	N	T	O		Y	O	U	R
2	8	3	17	1		3	17	12	9		21	9	6	28

L	I	B	R	A	R	Y
11	3	7	28	19	28	21

T	O		G	E	T		A		G	R	E	A	T
12	9		1	4	12		19		1	28	4	19	12

B	O	O	K
7	9	9	20



ON WITH THE SHOW

SEE HOW MANY OF THESE BOOKS YOU RECOGNIZE WITHOUT USING THE CODE AND THEN, USE THE CODE FOR THOSE WHICH AREN'T FAMILIAR TO YOU.

1. **A doctor who speaks all the animal languages travels with a unique circus where the animals and people in the show have as much fun as the audience.**

D R D O L I T T L E S
23 9 23 12 15 18 7 7 15 22 8

C I R C U S
24 18 9 24 6 8

2. **When the TV set goes on the blink, strange noises start coming from Ogden's mouth - commercials, news and lunar rockets and cans of soup start glowing on his stomach.**

T H E B O Y W H O T U R N E D
7 19 22 25 12 2 4 19 12 7 6 9 13 22 23

I N T O A T V S E T
18 13 7 12 26 7 5 8 22 7

3. **There's excitement and jealousy at Mark Twain Elementary when Taffy wins the part of a beautiful dying girl in a soap opera.**

T A F F Y S I N C L A I R,
7 26 21 21 2 8 18 13 24 15 26 18 9

Q U E E N O F T H E S O A P S
10 6 22 22 13 12 21 7 19 22 8 12 26 11 8

4. **The Summer Spectacular is in trouble when Katie, the director, turns out to be Katie, the dictator, and the entire cast revolts.**

K A T I E S T E A L S
16 26 7 18 22 8 7 22 26 15 8

T H E S H O W
7 19 22 8 19 12 4

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1

5. Beth has a chance to star in the school play, but her boyfriend, Keith, resents the time she must spend in rehearsals and begins to date one of her best friends.

P L A Y I N G T H E P A R T
11 15 26 2 18 13 20 7 19 22 11 26 9 7

6. Everyone loves to hear Andrew play rock 'n roll and ballads on the piano, that is everyone but Andrew's father who wishes he were more like his brother, a star athlete.

F I F T H G R A D E F L O P?
21 18 21 7 19 20 9 26 23 22 21 15 12 11

7. Shy overweight Toni, a fourth grader, loses her feelings of clumsiness and self-consciousness with success in her first horse show.

S T A R
8 7 26 9

8. Reesa's essay on America is chosen to represent her junior high, but she is not sure how she wil ever read it aloud to 500 people when she has always found it difficult to face her classroom of 29 students.

W H A T D O Y O U D O W H E N
4 19 26 9 23 12 2 12 6 23 12 4 19 22 13

Y O U R M O U T H W O N' T
2 12 6 9 14 12 6 7 19 4 12 13 7

O P E N?
12 11 22 13

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1

9. The Herdmans, an unruly, untidy bunch have never heard the Christmas story, but decide to invade and join the annual Christmas pageant with some hilarious and touching results.

T	H	E		B	E	S	T		C	H	R	I	S	T	M	A	S
7	19	22		25	22	8	7		24	19	9	18	8	7	14	26	8

P	A	G	E	A	N	T		E	V	E	R
11	26	20	22	26	13	7		22	5	22	9

10. The Winter children are sent to California to live with an aunt during tough times in London. Once there. the talented Rachel and Tim dream of stardom, but surprisingly, it is Jane, the plain one in the family who is picked for the lead part in *The Secret Garden.*

M	O	V	I	E		S	H	O	E	S
14	12	5	18	22		8	19	12	22	8

11. At a slumber party the Sleepover Friends hear about the video contest; a chance to win a real part in a rock video.

S	I	A	R	R	L	N	G		S	I	E	P	H	A	N	I	E
8	7	26	9	9	18	13	20		8	7	22	11	19	26	13	18	22

12. The 28 girls from the Good Day Home receive tickets to see a traveling circus and decide to plan their own Good Day Gold Star Three-Ring Circus in their back yard.

M	I	S	S		K	N	O	W		I	T		A	L	L		A	N	D
14	18	8	8		16	13	12	4		18	7		26	15	15		26	13	23

T	H	E		T	H	R	E	E	-	R	I	N	G		C	I	R	C	U	S
7	19	22		7	19	9	22	22		9	18	13	20		24	18	9	24	6	8

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1

13. At camp, the girls are preparing for Field Day with the boy's camp across the river. The girls will make costumes for their horses and themselves and will parade before the judges.

G O O D S P O R T S
20 12 12 23 8 11 12 9 7 8

14. All for the sake of making it into the *Guiness Book of Records,* Kate will be the only kid ever beheaded in a public library.

T H E H I G H E S T H I T
7 19 22 19 18 20 19 22 8 7 19 18 7

15. Randy's friend , Spike, lets her help him out at the Senior High School Radio Station and then has the problem of coping with all the attention that comes with being an overnight sensation.

O N I H E A I R
12 13 7 19 22 26 18 9

16. Bradley Junior High is putting on a musical production and Sabrina is convinced that she would be perfect for the lead, but the part may be given to Stacy the Great who is also trying out.

S T E A L I N G T H E S H O W
8 7 22 26 15 18 13 20 7 19 22 8 19 12 4

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1

17. Anna Glory, a monotone, feels like a misfit in a family that excludes her her from their rehearsals and performances as "The Glory Gospel Singers".

T H E G L O R Y G I R L
7 19 22 20 15 12 9 2 20 18 9 15

18. Real movie makers from California take over Apple Park to film a horror movie and Carrie van de Hopper gets a small part.

M O V I E M A D N E S S
14 12 5 18 22 14 26 23 13 22 8 8

19. Stevie, Carole and Lisa attend the American Horse Show in New York City. Besides the excitement of being invited backstage at the show, they have an encounter where Lisa comes across a rider in distress in Central Park who turns out to be her favorite teen heart throb, Skye Ransom, practicing for a scene in his new movie. The Saddle Club is challenged to teach Skye to ride before his film begins to shoot.

H O R S E S H O W
19 12 9 8 22 8 19 12 4

20. Sad that she is the smallest member of an elephant family, Isabelle finds her size is to her advantage when asked to perform in a circus.

B A B A R S L I T T L E
25 26 25 26 9 8 15 18 7 7 15 22

C I R C U S S T A R
24 18 9 24 6 8 8 7 26 9

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1

BIG-TOP DAYS

MATCH THESE DEFINITIONS WITH THE CIRCUS TERMS BELOW:

1. Muscular men who drove and pulled tent stakes and were guards when the big-top was in place.

   CANVASMEN

2. A performing clown.

   CIRCUS JOEY

3. A circus arena for performing horses.

   HIPPODROME

4. Someone who sells candy, peanuts, pop corn and hot dogs by shouting to those seated in the circus.

   CANDY BUTCHER

5. Sleepy circus performers who arrive at the tent at the last minute.

   CLINKERS

6. A man, who could also be called a "barker" or a "pitchman", who stands outside the tent shouting information about the various acts and who tries to persuade people to buy tickets.

   SPIELER

7. A steel drum used to burn oil and rags in order to see when loading or unloading in the dark.

   FLAREPOT

8. A man who managed the horses and other strong animals that helped when moving the circus.

   HOSTLER

9. Thick skinned animals including elephants and hippos.

   PACHYDERMS

10. Someone who performs with or on a horse.

    EQUESTRIAN

~~CANVASMEN~~ ~~CANDY BUTCHER~~ ~~CIRCUS JOEY~~ ~~CLINKERS~~ ~~SPIELER~~ ~~EQUESTRIAN~~ ~~FLAREPOT~~ ~~HIPPODROME~~ ~~HOSTLER~~ ~~PACHYDERMS~~

At the Magic Show

Across

1. A coin in a pocket becomes a white _ _ _ _.
2. Reach into the magic _ _ _ and pull out a rabbit.
4. Ready, _ _ _ _ _ _ chango!
6. Shuffle the _ _ _ _ of cards for this trick.
8. Some tricks are an optical _ _ _ _ _ _ _ _.
10. The _ _ _ _ is quicker than the eye.
11. Many tricks use a coil of _ _ _ _.

Down

1. An act may require a sprinkle of magical _ _ _ _.
3. Repeat the magic word "_ _ _ _ _ _ _ _ _ _ _."
5. A magic _ _ _ _ is waved by a magician.
7. "Nothing up my _ _ _ _ _ _."
9. A colored _ _ _ _ _ can change into flowers.

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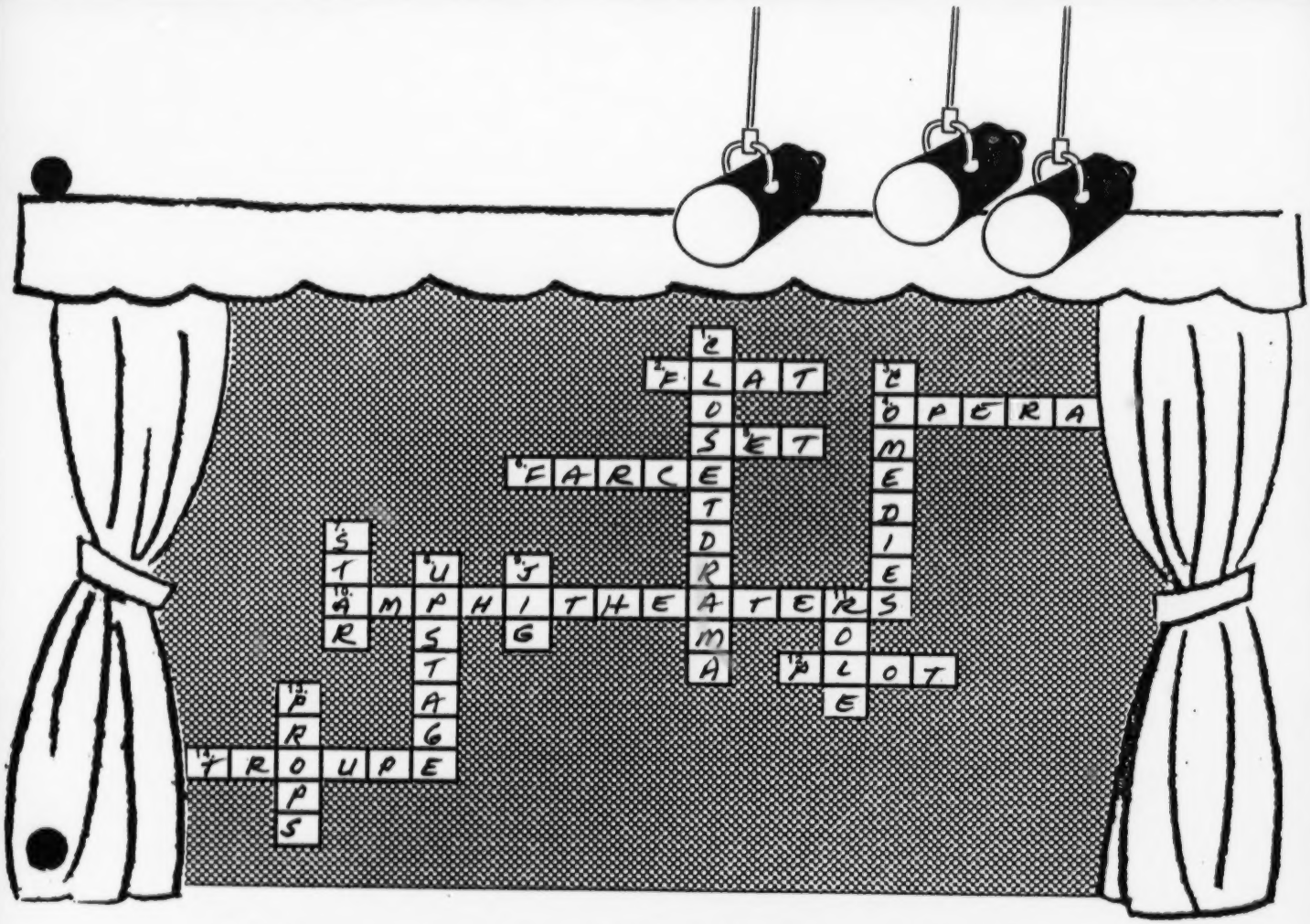

THEATER TERMS CROSSWORD PUZZLE

ACROSS

2. A light wooden frame covered with canvas or fabric for scenery.
4. A form of theater originating in Italy where the story is sung.
5. The surroundings or scenery in which a play takes place.
10. In Ancient Rome, large round or oval theaters with tiers of raised seats surrounding an open arena used for gladiators.
12. The story of a play or the order of the scenes in a play.
14. A company of actors.

DOWN

1. A play written to be read, not staged.
3. Plays that are humorous and/or usually end happily.
7. The most important or famous actor or actress in a play or movie.
8. The rear of the stage. In the Italian Renaissance the stage floor was at an angle and the rear of the stage was higher than the front; also, an expression meaning "to steal the show".
9. In Shakespearean theater, a short music and dance piece that ended most plays.
11. A performer's part in a play or movie.
13. Also called properties - items other than costumes and scenery used onstage.

CHOOSE FROM THE FOLLOWING TERMS:

Star Comedies Opera Flat Closet Drama Jig Role
Troupe Set Amphitheater Props Upstage Plot Farce